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THE LIBRARY JOURNAL

VOL. 57 October 15, 1932 No 18

Book Week Number

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Ear Marks of a Good Reader

Josephine Trigg

PUBLISHED TWICE A MONTH (MONTHLY IN JULY AND AUGUST) BY

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AUTHORS AND VALUES!

In this year, more than any other, we have been careful in our selection of books for younger readers. Here's a list of just six by authors who count—books well made, beautifully illustrated, worth adding to your shelves.

RACHEL FIELD
The Bird Began To Sing

The author of ***"Hitty,"*** Newbery Prize Winner, writes a delightful story of a toy bird and of something very mysterious that happened to it—something that *could* only have happened on Christmas Eve! *With gay, humorous pictures in bright, warm colors by Ilse Bischoff. Ages 6 to 10.* $1.75

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Christopher Morley's new translation of the famous German classic for children—the exploits in verse of two very naughty little boys, and their final downfall. Mr. Morley persuaded Jeannette Warmuth ("Jay") to put ***"Max and Moritz"*** in a new form not in any competition with Busch's famous drawings, but to illustrate the rhymes in her own way, with an atmosphere more familiar to American children. *Jacket, endpapers and many illustrations in five colors. Ages 5 to 12.* $1.75

MARIE AHNIGHITO PEARY
The Red Caboose

The story of the little railway caboose that went with Commodore Peary to the Arctic, and its thrilling adventures among the Eskimos. It tells too, of the finding of the largest meteorite in the world. *By the author of "Little Tooktoo" and "Muskox." Illustrated in three colors and line by Ferdinand Huszti Horvath. Ages 9 to 12.* $1.75

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How It All Began

With bold, striking pictures and a brief, simple text, this book tells the "hows" of modern life—how fire was discovered; how we came to light our houses; how our modern wireless and radio resulted from the gradual development of "picture writing," etc., etc. *By the author of "Rice to Rice Pudding," etc. Illustrated in five colors by the author. Ages 5 to 9.* $2.00

E. A. STACKPOLE
You Fight for Treasure!

A swift-paced adventure story set mostly on Nantucket Island just after the Revolution. Pirate treasure—daring fights on land and sea—treachery—Timothy braves them all in his fight to rescue his father from the Barbary pirates. *By the author of "Smuggler's Luck." Jacket, endpapers and illustrations in two colors by Henry C. Pitz. Ages 12 up.* $2.00

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Dr. Hinkle knows his animals and the country about which he writes. Here is the exciting tale of Bing, a white and silver collie. *By the author of "Tawny," "Black Storm," etc. Ages 10 up.* $1.75

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presents a stirring list of new books for boys and girls. The new catalog is ready; extra copies for branches and library schools available.

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By Gertrude Hartman. $5.00

A companion volume to The World We Live In, last year's most interesting gift book. Full of fresh source material in story form; a pageant of unusual pictures all from Americana. Good reading for anyone of twelve and over.

DISCOVERING CHRISTOPHER COLUMBUS
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A new kind of travel book, the hero an American boy with a hobby. He goes all over Spain, makes many Spanish friends, and discovers unusual things about his hero. Sixty unusual photographs; also maps, documents.

HEPATICA HAWKS
By Rachel Field. $1.75

The moving story of an "odd size" girl of sixteen; at last Patty finds the world where she really fits. Background of the 'nineties. Decorations by Allen Lewis.

MAGIC PORTHOLES
By Helen Follett. $2.50

Anyone over twelve will enjoy sharing the vagabond trip this mother took with a ship-loving daughter, around the West Indies and over to Tahiti.

THE CHRISTMAS NIGHTINGALE
By Eric P. Kelly. $1.00

Three Christmas stories of Poland, with a Polish carol, very appealing in plot and background, usable for holiday story telling.

HEROES AND HAZARDS
By Margaret Norris. $2.00

Older boys have hailed with delight this modern "Careers of Danger and Daring." Miss Norris interviews on the spot our most exciting and hazardous workmen.

CRICKET AND THE EMPEROR'S SON
By Elizabeth Coatsworth. $2.00

The third book on this list by a Newbery Medal author. The same feeling for the Orient which made "The Cat" distinguished lies behind these new tales.

RIKA
By Adèle de Leeuw. $2.00

A Dutch girl of today goes to Java instead of going to college. Her story makes an unusual combination of novel and travel book. Sketches and text done in Java.

SONS OF THE VOLSUNGS
By Dorothy G. Hosford. $2.50

A retelling of Morris's Sigurd the Volsung which presents his beautiful English almost untouched and is splendidly illustrated by Frank Dobias. A distinguished and poetic volume. Highly recommended by leading librarians when in ms. form.

FIRST LADIES
By Kathleen Prindiville. $2.50

Brief biographies of all the mistresses of the White House, from Mrs. Washington to Mrs. Hoover. Vivid historical backgrounds, and lively portraits. Unusual stories of life "behind the scenes." Sample pictures at top of this page.

A Strong List of New
STOKES BOOKS for BOYS and GIRLS . . .

THE TREASURE IN THE LITTLE TRUNK
By Helen Fuller Orton

A splendid story of American pioneering in the 1820's—and of the Armstrong children, who help build their own log cabin and have all the thrilling adventures of pioneer life. By the author of "The Cloverfield Farm Stories." *Illustrated. (Age 8-12)* $1.75

PICTURE MAP GEOGRAPHY OF THE WORLD
By Vernon Quinn

50 delightful full-page picture-maps in color, with simple, interesting text. Every country is covered. *(Age 8-13)* $2.50

GUB GUB'S BOOK
By Hugh Lofting

Amusing adventures of "Dr. Dolittle's" famous animal friends at Puddleby-on-the-Marsh. *Illustrated by Hugh Lofting. (Age 6-11)* $2.00

AT THE ZOO and AT HOME
By James Lindsay McCreery

120 drawings by the author. A distinctive animal book. *(Age 8-12)* $1.75

YOUNG AMERICA LOOKS AT RUSSIA
By Judy Acheson

Illustrated from photos. A book for boys and girls, of Russia by the girl author of "Judy in Constantinople." *(Age 12-16)* $1.75

THE SIGN OF THE BUFFALO SKULL
By Peter O. Lamb

A splendid story of Jim Bridger, Indian fighter, trapper and scout. Fourteen vigorous illustrations by James Daugherty. *(Age 12-16)* $1.75

ALL THROUGH THE YEAR
By Annette Wynne

An original poem for every day in the year, about things of child interest, by the author of "For Days and Days." *(Age 7-11)* $2.00

TALES TOLD IN KOREA
By Berta Metzger

Colored frontispiece and 6 illustrations by Arthur Park. Korean folk tales delightfully told by the author of "Tales Told in Hawaii." *(Age 8-12)* $1.75

DOG CITY
By Grace B. Gawthorpe

Twenty illustrations by the famous Morgan Dennis. A story about dogs in a kennel that is a real "dog city." *(Age 8-11)* $1.00

PEEPS AT ABRAHAM LINCOLN
By Max Vivier

A picture-life of Lincoln for younger children. 27 illustrations in 2 colors. *(Age 6-8)* $1.50

MASHINKA'S SECRET
By Sonia Daugherty

An exciting story for boys and girls, of Russia before the Revolution. 27 illustrations by James Daugherty. *(Age 10-14)* $1.75

TAH-KEE: The Boy from Nowhere
By Carl Moon

Adventures of a little Indian boy cast adrift in a basket. Full of Indian fact and color. Illustrated. *(Age 7-10)* $2.00

PAPPY KING
By Annie Vaughan Weaver

A picture-story with 60 illustrations by the author of "Frawg." The stories are told by a jolly old colored man. *(Age 6-8)* $1.50

THE NEW WINNING THEIR WAY
By John T. Faris

Eight illustrations by Walter King Stone. Life stories of 52 men who have won success against great odds, with ten new biographies. *(Age 12-16)* $1.75

APIS THE HIVE BEE
By Nina A. Frey

The life of the bee for children in story form. Illustrations from photographs. *(Age 7-11)* $1.25

CHERRY FARM
By Mary W. Thompson

Two color drawings and 14 black and white by Edna Potter. A story of modern American children on a real farm. *(Age 8-11)* $1.50

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Books for Young People, 1932

The books for children which you will buy this Fall will be those that will amply repay your readers and so justify your expenditure of funds for them. Here are ten books worthy of your purchase. Here also are reasons for buying each. Eight are by established authors. That is the first reason.

By Laura E. Richards:

TIRRA LIRRA: Rhymes Old and New. *Foreword by May Lamberton Becker. 64 illustrations by Marguerite Davis.* $2.50

Walter Barnes says author leads as a poet of gay nonsense and child life. Order for both adult and juvenile circulation; otherwise adults, who once loved and lost these favorites, will walk off with children's copies.

By Katharine Grey:

ROLLING WHEELS. *21 illustrations. by Franz Geritz.* $2.00

A first book, by a Californian, and a great story, true save for a few characters, of the Indiana pioneers as they journey to, and settle in, California. A saga of the Forties, fine patriotism and equally good reading.

By Barbra Ring:

PEIK. *Translated from the Norwegian by Lorence Munson Woodside. 21 illustrations by Robert Lawson.* $2.00

The following will commend book and author to librarians: this modern classic has been popular in Norway for twenty years; in Oslo library there is a wall of shelves, twelve feet by eight, filled solely with Mrs. Ring's books for children.

By Helen Hunt Jackson:

RAMONA. *62 illustrations by Herbert Morton Stoops. Gift Edition.* $3.50

Time and again we have been asked for an edition made to appeal to young people. Here it is. Too expensive? Not at all. Consider the composition alone; "Ramona" contains 163,000 words!

By Montrose J. Moses:

RING UP THE CURTAIN! *8 illustrations by Janet Laura Scott.* $3.00

Here is an answer to the reader who says, "We want to give a play." Complete text of twelve plays as excellent as those of author's previous collections, but for younger children.

By Cornelia Meigs:

SWIFT RIVERS. *17 illustrations by Forrest W. Orr.* $2.00

Nine readers so far say this is author's strongest book. All libraries will need it as it records unwritten history of the Middle West of 1835. Tell boys it is a story of a raft of logs and a river—and watch copies evaporate.

By Genevieve Fox:

MOUNTAIN GIRL. *11 illustrations by Forrest W. Orr.* $2.00

This story of a Kentucky girl who wants an education is praised by young girls, older girls, young nurses, teachers, religious education groups. Girls like its purpose and romance; adults hope girls will profit by its spirit.

By Paschal N. Strong:

BEHIND THE GREAT SMOKIES. *12 illustrations by Herman Fay.* $2.00

If your readers had "West Point Wins," you'll buy Lt. Strong's second book without urging. Boys will thrill to Boy Scout principles here tested by feuds, and also learn of loyalty to family.

By Russell Gordon Carter:

GOOD LUCK, LIEUTENANT! *8 illustrations by Harold L. Burrows ("Hal Burrows, Sgt. M. G.")* $2.00

You may be tired of World War stories; boys are not. They want to know what their relatives did "over there." This book shows how one lieutenant learned by war to work for peace.

By Thornton W. Burgess:

THE BURGESS BIG BOOK OF GREEN MEADOW STORIES. *32 illustrations in color by Harrison Cady.* $1.75

Libraries still buy thousands of the Burgess books. That fact tells a story. Now you can have the four "Green Meadow" stories, bound together, for the price of one.

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Forthcoming Issues of THE LIBRARY JOURNAL

Three articles are scheduled for the Inter-Library Loan Number of November 1: one by Margery Quigley of the Montclair, New Jersey, Free Public Library on "Inter-Library Loan in a Suburban District"; another by Gertrude G. Drury of the Traveling Library Department, St. Louis, Missouri, Public Library entitled "Book Service from Pensacola to Vancouver"; and a third by Charles Brown of the Iowa State College Library at Ames. A description of the new Edward L. Doheny Jr. Memorial Library of the University of Southern California, Los Angeles, will also be included in this number.

"Mildew and Books" by Dee W. Minier of the Los Angeles, California, Public Library will be the leading article in the November 15 issue. A second technical article will be on "The Preservation of Manuscripts and Bindings" by J. P. Sanders of the Chemical Laboratories of the University of North Carolina and Dartmouth College.

B. E. W.

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THE LIBRARY JOURNAL

Adolescent Reading

By IRENE SMITH

A Children's Librarian, Brownsville Children's Branch, Brooklyn, New York, Public Library

THE PUBLIC LIBRARY that tries today to meet the reading requirements of its adolescent public has the privileges, and not a few of the hardships, of the pioneer. To find the right books for the older boys and girls is now necessarily regarded as one of the most important problems confronting the modern institution. In any community the complexities of the problem are destined to be many, because inequality in environment, personality, and educational opportunity produces a singularly varied range of results in teen aged young people. The types are therefore especially varied in the crowded Brownsville section of Brooklyn, where continuation school pupils who attend classes one day a week, regular high school students, and fifteen year old college freshmen, Jews, Poles, Italians, and Negroes all come to the Intermediate Department of the Brownsville Children's Branch.

The necessity of providing for these young people the special facilities of a library all their own grew out of congestion, due both to their numbers, and to their needs, for which previously there was no adequate library agency. This three year old organization is a step forward in Brooklyn library history, comparable to the one made sixteen years ago when the Brownsville Children's Branch sprang out of a similar congestion in the old Brownsville Branch. In this parent branch the adults complained of being crowded out by the hordes of children, for whom standing space was made in the children's room by removing the tables and chairs. A second general library was at first projected, to be equipped like the other for adult and juvenile borrowers; but the ideal of giving the children a branch to themselves finally carried the day. Since September 1914, therefore, the Brownsville community has been served by a senior and a children's library; but there remained the problem of what to do with the older boys and girls, from the 9A grade through the sixteenth year. The adult library hadn't time to give them the reference help they needed, and the children's library hadn't the books. Their reference demands meant serious business. Pupils have been seen at a table in the new Intermediate, working straight through from its opening at 2:30 to its closing at 9:00.

For five years the city was asked to appropriate money for the needs of these high school children. The problem consisted of obtaining not only a collection of books, but suitable quarters, and librarians trained for the work. When the appropriation was actually made, plans were ready for converting two club rooms on the second floor of the children's branch into an intermediate department. The larger one is the main circulation room, with desk, tables and chairs, and the fiction shelves. Opening off of it is the reference room, where are housed the circulating classed books, the reference collection, and the special reference files: the clippings, pamphlets, and pictures. It is a wholly satisfactory arrangement, and the success of the transformation has been our constant pride. No one dared hope that such a beautiful library setting would emerge out of those bare,

unattractive beginnings. With its sunny, brightly curtained casement windows, flower pots and green vines, candles, and displays of illustrated editions, the Intermediate is as inviting as one could wish it to be. From the very first, both boys and girls have responded quite frankly to the appeal of its pleasant surroundings. Their ability to recognize beauty in the simple, but unfamiliar guise of a harmonious interior is an ever-heartening trait of Jewish tenement children. To grow up on the asphalt streets of Brownsville, lined with bare-faced brick flats and ugly little fish-markets, dairies, tailor-shops, and second-hand furniture stores; to know elevated train structures for shade, and not trees;—but still to be able to stand before a bowl of fresh flowers, or an artistic poster, or the open page of a beautiful book in silent admiration, is, I think, a tragic triumph of youth. The wood-cuts of Paul Honoré draw them to tales of strange places, Wyeth's deep colors to classic fiction. They appreciate James Daugherty's running lines, and but for him would never feel persuaded to read the *Knickerbocker History of New York*. We order as many beautiful editions as possible, keeping a display copy, and then circulating the duplicates. Book illustrations and frequent exhibits are of very great importance to our borrowers. They will look at the lovely plates in *The Goldsmith of Florence* as readily as the latest book of airplanes if the librarian places it before them. Is it not amazing that they have eyes to see these things,—most of whom at home have not a single refining influence, who have always played in the dirty streets, who for a nature haunt have seen nothing better than Coney Island?

The Intermediate Department of the Brownsville Children's Branch

Although the Intermediate borrowers are diverse in type, it is possible to generalize in many instances as to their reading habits. These generalities will show a strong Jewish influence, because the Jews greatly outnumber other races in Brownsville. They want books that seem to the librarian years in advance of their age. We have had surprises (even shocks) that have shattered many an old premise, since those first experimental beginnings of special book service to Brownsville youth. Requests for *The World's Illusion*, the Shaw-Terry letters, *Of Human Bondage*, Montaigne's essays, Zweig's *Jeremiah*, all five volumes of *The Decline and Fall of the Holy Roman Empire*, *Lady Chatterley's Lover*, no longer cause a tremor (along with the inability to oblige) at the desk. We have a sophisticated public. These boys and girls have grown up under post-war conditions, nurtured by the tabloid and the movie. They ask in perfectly casual fashion for all the modern fiction that public libraries usually restrict or charge to grey-haired patrons with misgivings. Our really serious problem is to find for these free-thinking children stories that measure up to our standards, and that they will like. There are the boys who at fifteen are reading sport stories, and those who are reading Turgenieff and Chekhov. There are the girls who thrive on mysteries, the Anne books, and Kathleen Norris; and those to whom *Anna Karénina* and the poetry of Emily Dickinson have made mediocre books meaningless. Conrad, O. Henry, and Will James are steady favorites, and Wodehouse, Cobb, Clemens, and Leacock are insistent demands. Realistic stories, dark and literal, need no urging; but try to get them to read a classic of the Victorian era!

The beautiful illustrations made by Mead Schaeffer (especially for *Les Miserables* and *Moby Dick*), of Henry Pitz and Frank Schoonover keep many a standard work in circulation, homelier counterparts of which are completely ignored. Dickens and Scott simply do not go, except in attractive editions. One can feel gratitude that the publishers do bring out such splendid copies of those great books which present day picturization has

quickened to new life. How vital these artists are to us cannot be told.

Nor can we blame our young people for not yet knowing the appeal of a pokey-looking old book. They are modern beings in a swiftly moving age. Their home-city is the heart of the world's noisiest confusion. Speed, action, sensation are the level of every hour. They tear to school on the subway express; the roar of the airplane and the shriek of the steel girder are their accustomed sounds. Every day they read crime, revolution, and earthquake in the newspaper, and hear every sort of radio entertainment. If, in the face of these conditions, many a good book stands untouched on the shelf, and many a barred one is sought, it is only the inevitable. We will not give them stories that we feel are perverted, or that presuppose a worldliness beyond adolescent years; so thus is most of the modern fiction disposed of. The near-classics of several year's popularity, and the standard reading prescribed by the high school English department form the real book-stock on the fiction shelves. We have an annual fund for fiction replacements that varies in amount from year to year. This replenishes the library with new copies of worn-out books. The purchase of non-fiction is managed somewhat differently. It is ordered from a running fund each month. Replacements, duplicates, and new titles are included alike in this arrangement, so the non-fiction collection is kept right up-to-date. Of course no book of any kind is ordered for our department until it is already in the Brooklyn Public Library, and we have borrowed it from another branch to read.

The Young Men's Reading Club Which Meets Every Second Week to Discuss Books

With all the careful selection necessary for the Intermediate Department, the boys and girls apparently still find such reading as they crave. A newly registered boy walked from section to section a few days ago, his face radiant with pleasure. Finally he exclaimed, "There are so many good books I don't know what to take first!" When we found that the high school lists already existent would never stock a new library without profuse duplication, and that our literary standards would never admit some of the titles recommended on these lists, we began the job of making our own approved list. This work will be carried forward a long time before adequate results are obtained. Each suggested title is read by three members of the Intermediate staff, under the leadership of the branch librarian, whose approval is necessary to have the book added. Critical estimates of these books go finally to the Superintendent of the Children's Department, under whom, we hope, the Intermediate will eventually achieve a buying list similar to the one long established for juvenile books in the Brooklyn Public Library. We want this to be a flexible list, from which the deadwood will be dropped and new timber added, constantly. The collection has to be alive, or the young people will have naught of it.

Whereas many difficulties of conflicting opinions, diverse evaluations, and an actual dearth of books to draw from confront the building of a good fiction collection for the high school ages, problems connected with non-fiction books are comparatively simple.

Here Brownsville youth knows what it wants and takes it with steady intensity. Science is the paramount interest with boys; the natural sciences of chemistry, biology, and geology leading and aviation keeping a close second. This last year there has been a wide interest in rockets, and Lasser's *Conquest of Space* has been in special demand. Independent of school influence, these are the really spontaneous expressions of taste on the part of the boys. Their passion for the pure science of chemistry has been a revelation. They want the technical books, those used as texts in advanced college courses. Such is the purpose of countless boys in studying our scientific books that they plunge through every

single one we have on a given subject, reserving each long in advance, and returning in disgust if it isn't harder than the last.

Girls read from the "eight hundreds" more than any other group, with modern plays and modern poetry leading in favor. The members of the Senior Girls' Reading Club, although a selected group with outstanding literary taste, demonstrate the significance that poetry has to the feminine adolescent. Their club leader has fostered this interest along both creative and interpretive lines. As a result, the girls in her charge are often seen reading verse to each other in the seclusion of the club room on quiet afternoons, when, so far as they know, no librarian is within earshot. Both boys and girls seem to enjoy biographies of the new school, such as Ludwig's *Napoleon* and *Bismarck*, *Disraeli* by Maurois, and Sandburg's *Abraham Lincoln*. Modern biography and modern plays go, while the more standard works stay behind. For example, we have never discerned any definite interest in Shakespeare, but the plays of Shaw, O'Neill, and Barrie are in constant demand. Music and drama are two outstanding enthusiasms, while art lags—except as stimulated by school assignments. We have individual children outside of the clubs who display a remarkable knowledge of poetry. As a matter of fact, we have several budding poets, as well as budding playwrights, and many other serious young people. There is the boy who makes marionettes, and has volunteered to give an illustrated lecture on his hobby to the Boys' Reading Club. And there is the young mineralogist, a high school sophomore, who uses the United States Geological reports regularly. One night he asked for Keats' *Endymion* to read while waiting his turn for a certain reference book. Still another boy surprised the librarian at the desk recently by requesting some "more serious reading." He said that he had just returned a Verne book, and *Skyward*, by Byrd. "That sort of thing is all right for one's lighter moments," he explained, "but I want to read about Life." After a conversation between the two that must have verged close to the nebulous realms of the ultimate, he departed with the poems of Rupert Brooke, and *Men and Machines*, by Stuart Chase. Situations of this kind prove the great importance of placing in any intermediate department librarians with sympathy for and understanding of the adolescent mind. The girls remain in their groups more, and do not make themselves as individuals so strongly felt. But the boys come with shy requests that stand for the deepest thoughts, or doubts, or interests in their minds. This reminds me at once of Julius, the tall, august president of the Young Men's Reading Club. He and many of his fellow members had belonged to the similar club downstairs in the Children's Department, so that now as high school sophomores and juniors they make contributions of a really high order to the fortnightly program. They write book reviews of an excellence that surprises the whole staff, and hold discussions on various topics with the utmost gravity of manner. One of these profound topics is good manners. The social usages do not come easily or instinctively to these boys of uncouth beginnings. Their leader, who is also the librarian in charge of the Intermediate Department, has labored with some of them from the seventh grade until now; and Julius, as a high school junior, and the club president, is quite a finished product. One evening he made a special trip to the library to consult her on a private difficulty he had discovered in following one of her precepts. How could he get a lady through a door first, if he had to hold the door? How could he hold the door securely without preceding her and planting himself firmly against it? The two went into an adjoining room and practiced the ceremony of successful door holding from a rear position, till Julius had captured the graceful manner. Debating is a choice diversion in both of the Intermediate clubs. Several times they have staged evening performances and invited guests.

From its opening at two-thirty until closing at nine, the reference work rarely lags. Three librarians are kept busy most of the time. When the tables are all filled, students wait for an empty chair. A few examples of the questions looked up at the Intermediate reference desk last year might be interesting, as suggesting the scope of this service. Here are a few:

Biblical and scientific theory of creation
Conditions of the meat packers who work in the Chicago stockyards
Religion of George Bernard Shaw
How yeast may be harmful
Reproduction in the opossum
Juvenile delinquency
How the machine benefits
Why pineapples have no seeds
Little Theatre movements
Euthenics
Home rule in Canada
Police system in France
Skyscraper ventilation
Process of making non-shatterable glass
Babylonian music
Uses of geometry in modern life

Boys and girls both like a personal word in

connection with the material handed them, that dignifies their request in their own eyes. They are scholars through and through if the librarian treats them as such. A fourth person stays on the floor in the circulating room, acting as reader's assistant. She interests herself particularly in newcomers and immature readers, who occasionally feel at a loss when they come in contact with adult books for the first time. Infrequently there is a backward child, for whom the transition has come too soon. Him she permits to draw books from the juvenile collection downstairs if he wishes to, so that the actual step will come more naturally to him. But except very rarely, the grade school graduates are eager to take on the estate of the senior library. They come with framed diplomas, commencement photographs, class pins, and other amusing insignia for proof that they are eligible to join the Intermediate. We transfer them when they reach the 9A grade, and keep them until they are sixteen years old. Fifteen thousand pupils are enrolled in the six junior high schools of our vicinity, besides two of Brooklyn's largest high schools. Jefferson High school alone has an enrollment of six thousand students. This tells plainly the necessity for such a public library as the Intermediate, and bears to those that made it possible the promise of continued growth.

To summarize again, the fallacy of which has already been proven, the Intermediate collection must needs continue to grow along the lines of its readers' special interests. The boys and girls seem to thirst for technicalities more than imaginative literature. Downstairs the grade school children love fairy tales more than any children I have ever seen anywhere. But these adolescents are harder and keener. Something that they lost in that additional year or so, at large on the city streets, they may not regain. They lack the spirit of adventure and the love of things not seen, that might have been their escape from the New York mob. These considerations were among those that went into the making of the reading list, *Books for Youth*, which two members of the Intermediate staff compiled last year. Such headings as Sea-breeze, O Age With Wings!, Laughter Holding Both His Sides, Sliding Down Steeples, Where Strange Trails Go Down, The Feet of Millions, and Behold the Deeds! say all that can be said to the young people of a community like ours, where the public library has an opportunity of being vitally significant in their lives.

Photograph by curtesy of L. W. Hine

In the Montclair, N. J., Children's Room

The Public Library and Specialized Work With Young People

By MARY HARPER WILLERT

Young People's Librarian, East Cleveland, Ohio, Public Library

I BEG LEAVE first of all to change the first word in this very formal subject. It will accommodate itself very much better to the contents of this paper if it may read "A Public Library And Specialized Work With Young People." The numerous and successful ways in which public libraries are being of particular service to the young people of their communities are familiar to most of you. I feel competent to present to you only the sum of the things that we are doing in East Cleveland.

This might be called the history of the childhood of an experiment. Special work with the young people under the supervision of one whose training had been directed to that end was a new thing for our library two years ago. The young people, however, had always made extensive use of its resources both for school work and recreational reading. When it was decided to add to the staff someone who might have the time and the inclination to concentrate upon the problems of this particular group, there arose several questions of administration. The libraries all about us were being very successful in the contacts made through young people's rooms and special alcoves with carefully selected collections, duplicating in many cases the books used by adults. These rooms and alcoves were, in some instances, under the supervision of a trained worker. In others, one of the regular assistants made the young people her primary interest. The value of a collection, selected particularly to meet needs and interests of the young people, cannot be underestimated. It isn't, however, always convenient to add another unit and more feet of floor space to a library, and there are certain attractive psychological effects to be gained from a less evident division between intermediate and adult books. The freedom from supervision and restriction which the young person feels under this arrangement is very important to seventeen and to fifteen, too, for that matter. And so, there evolved this plan of work with young people which is just a bit different from the things that are being done in most places.

There is in our library no room set aside for the particular use of the high school people. There is no special collection of books. When the young people form such a large part of the reading public as they do in East Cleveland, it is pleasant to entertain them in the large reference and reading rooms. They wander where they will and, indeed, on school nights they seem fairly to take possession of the place. But we enjoy them and I think that they feel very much at home. Moreover, the knowledge that they are using the same books with the same borrowing privileges as the grown-ups is immensely satisfying.

Such a program has its advantages and its difficulties. To the young people's worker, who came to the position better equipped with ideals than specific knowledge of books, it was an impossible nightmare at first. Heaven alone knows what unsuitable things may have passed from her hands to those of her youthful public. After a year of mad reading, she came to feel that she rather enjoyed having the whole collection to choose from and the possibility for experimental work with adult books was exciting. This plan of using the entire library collection would be difficult of successful execution if particular attention were not paid to the buying of 'teen age books. The enthusiastic cooperation and generosity of our librarian in the matter of young people's book buying is tremendously comforting. The attention of the young people's librarian in such a situation as I have described, must be directed toward two ends: successful contacts with her particular public, and, close relationship with, and a sympathetic understanding of her work by the rest of the staff. Suppose we consider the staff first.

The young people's librarian cannot, by any means, take care of every young person who asks assistance, although the staff is very kind in recommending her to the students whenever it is possible. It is difficult to say how much this cooperation means in bringing the young people and their librarian together. It is pleasant then, for the other assistants to have stored away in the corners of their brains, a selection of suitable and attractive titles, since they must meet boys and girls who are still enjoying the books from the children's room, and eighteen year olds who read really adult literature. In order to accomplish this, the young people's librarian mentions at the weekly staff meetings those books which she has read or those which have been approved in other places, giving perhaps a very brief review of each of them, suggesting their possible use and the group which will most enjoy them. At irregular intervals these are made up into typewritten lists which the branch and school librarians seem grateful to have. The young people's librarian is a sort of reader's digest of young people's books for the benefit of the other busy staff members. With the easier access to reference books and a more leisurely working day, she is able to assist the school librarians in the compilation of lists of books for students' supplementary reading and for purchase. Besides this knowledge of book titles, the staff acquires some of her deep interest in the young people themselves and not infrequently do they find questions to ask her, suggestions to make and problems to be discussed, if never solved.

Two files are kept on the young people's librarian's desk. The one contains annotations of the books which she knows and uses and is a file that might grow more rapidly if she had more time to be literary. The second is a subject file of fiction and some of the popular non-fiction, which is intended to be of assistance when every "school story" that she can remember seems to be out and the youngster follows her about with the expression which indicates the complete collapse of his entire world if she fails him now. This file, too, is a source of irritation to those who use it because it still lacks so much. If the entire staff serves the "Intermediate" public, the young people's librarian finds her work with adults stimulating and interesting. Indeed, there is a surprising elasticity of age limit among the young people who find their way to her desk.

As you have guessed from the preliminary outline of our work, there is no concrete measure of its success. We have no statistics of books issued to young people nor of students served, and so, the things upon which we must concentrate are the personal contacts which we can make and the echoes we get from the young people themselves. When we began the work, our librarian was quite content to begin slowly. It was reassuring to feel that immediate results were not desired nor anticipated for the process of making friends is a slow one. All the suggestions that we hoped to make in the matter of reading, looked for their success to the friendly feeling that must precede them. All the particular efforts that we have made have been in the direction to establish a feeling of trust and mutal liking.

During the first few weeks of getting acquainted, we advertised two racks as containing books of particular interest to older boys and girls and in between questions, we got together a long list of books for recreational reading. "Just a good book" we called it and when it came back from the printers in a cheerful yellow folder, we felt that now we had something to offer. And the boys and girls like it. The list was a substantial sort of challenge. They prided themselves on what they had read and argued over the merits of the new titles suggested. As the days passed we were able to strengthen casual contacts with the young people when we could promise them short lists of books about the things which interested them the most. The personal attention that such a service indicated, made them feel the library's interest in them and the librarian became a personality. When we discovered some of the more general enthusiasms, we multigraphed lists of books built around these topics—Adventuring—Sea Stories—the Orient. Apparently these lists are popular for they disappear and it is only a few that we find crumpled and discarded or used for scratch paper. Our display racks change subjects with the season, the librarian's mood and the interests of her public. When we find that these shelves need to be replenished less than once a day we know that that particular reading interest has been exhausted and we must stir around for a new pair of ideas.

Last spring, we began to feel somewhat acquainted with our regular public and there came an urge to go missionarying to bring some new friends into the library. The project was a series of book talks. By enlisting the aid of the High School librarian, we gained an introduction to the head of the English department who promised us an opportunity to meet one of the English classes. We acquiesced in her choice of subject and

at the end of a book talk on *Henry Esmond* we slipped in an invitation to visit the library where there was someone particularly anxious to help them discover any number of interesting things upon its shelves. A second opportunity presented itself almost immediately when an energetic Sunday School teacher appealed to us for assistance in making up a reading list for her pupils. With very little help from us, she straightway had the idea that the books might be more effectively introduced by someone who knew them and so on the following Saturday afternoon the young people's librarian talked to a group of charming little girls and learned a few more names. Later on, we enlisted the aid of a sympathetic director of religious education who invited us to talk to a Sunday evening group and to meet them at their social hour afterward. A summer club at the Y.W.C.A. planned a picnic supper meeting with something literary to follow and the young people's librarian had an opportunity to meet these older girls and chat with them about some of the new books. Then we tried a meeting in the library, advertised as a book talk, and suffered several minor tragedies thereby. The teacher in the High School who we had hoped might furnish a little publicity, proved to be absent-minded, and the newspaper announcement of the book talk so carefully written, was changed by a helpful editor to an invitation to the children of East Cleveland to a special story hour. When the scheduled evening arrived it looked as though there might be a book talk but no audience, until one of our good friends deservedly acquired the librarian's blessing by persuading (either through bribe or threat) some of his friends to attend. There were eight of them and we had a cozy forty-five minutes with a nice wood fire and some adventure stories.

Our book club is the favorite child among these activities. It, too, is based upon this informal friendly spirit. When the time seemed proper to extend our work in this direction we looked about for a group who might enjoy such an activity. The people in the High School seemed to have more than enough to do in the way of literary societies. We turned our attention to the industrial girls of East Cleveland. There followed a series of interviews with the welfare departments of several business concerns. In one case the girls who worked in the factory lived in distant parts of Cleveland and the very important matters of carfare and suppers seemed to indicate that it was inadvisable to plan evening meetings with them. The head of the employment in another large corporation was friendly but not in the least encouraging. The girls she felt would not enjoy it since their enthusiasms were "dates" and dancing. Another business concern already had a flourishing club for its office workers, a club which afforded expensive speakers and with which we had much better not try to compete. And so, running true to the fairy story moral, we returned discouraged and drooping of plume to find the Great Opportunity just outside our own gates. Across the street from the library there is a Catholic Academy for girls. These students seem to have less direction along extra-curricular lines than those in the public schools. When we approached one of the girls with whom we were well acquainted with the suggestion of an informal book club with no rules, lots of things to read, and perhaps something to eat, she agreed that it would be "swell." And because she is a leader with an unfailing supply of enthusiasm, she transports a number of her particular friends to the library every other Monday afternoon. They are a constant surprise for they read everything and anything. There are some individual enthusiasms—French history and Will James—but for the most part, they demand only that it be printed matter fastened between covers. Our procedure has been most informal. We have tried each time to present a group of books, new and old, and of varied interest, in a casual fashion as if one might be saying, "This is interesting—I enjoyed it—perhaps you would like it too." And usually their enthusiasm is so great that most of those precious, studied phrases calculated to "sell" the volume, are lost in a chorus of "I want that one." Surely, there is an unusual opportunity for the suggestion of good things in this group. With the summer time the club itself will disband, but there will remain that friendliness for the library and the confidence of the library's interest in them.

One successful idea sometimes leads to another. The club was a good beginning in a new field. In this fashion, we were reaching a very limited group from this school, and it is our ambition to know all the students, or at least to have them acquainted with the young people's librarian. The opportunity for making this contact suggested itself in the form of library instruction and through the kindness of the English teacher of the sophomore classes, we made a beginning this last spring. The very crowded schedule in the school gave us very little time for the proper kind of lessons. That, we hope to arrange for in the fall, but for the present, we are content in the friends we have made. They

have responded to our invitation to visit the library and seem to enjoy the special attention that we can give to them. It sometimes happens that they stop us on the street with this query, "Are these books good? You weren't there and I wanted to be sure."

There are countless ways of making friends with individuals and young people are surprisingly grateful for special services. The girl who reviews new books for her High School paper is happy to have suggestions of titles. We managed to cheer the disheartened editor of a dry-as-dust Latin column by a peep into Weigall's *Personalities of Antiquity*. If you can greet the rider of a hobby with "You will find something on my desk for you today"—you delight him and he remembers you—and comes to trust your judgment in books.

If, during the course of this history, I have sung the same refrain—the friendly spirit—too often for comfort or entertainment, it is because it is the most important thing in our work. In order to make the work of the young people's librarian effective, the boys and girls must know and depend upon her. They may easily pass over carefully selected books on the shelves and display racks or lose interest in a place that is too big and bewildering. The young people's librarian is a counselor and guide, and one guides the young person by the lightest reins of friendly interest.

One Form of Library Publicity

By LOUISE P. LATIMER

Director, Work with Children, The Public Library, Washington, D. C.

EACH CHIEF librarian faces the ever burning question of how to bring his library before the community in a telling way, without accelerating the work more than the probable increases in staff will justify and without taking time from other essential and existing work. As a part of this problem is the factor that frequently the library and its publicity do not reach the people in the community most able to help in securing appropriations. Sometimes these people are not readers, more often probably they are book buyers and not book borrowers (except from friends). This has made for the public libraries of the country a condition of having to pull themselves up by their boot straps.

We all remember the hours spent in troubling over, "If forty men can dig a ditch 70 feet long and 10 feet wide in forty hours, how many, etc." These delightful problems of our youth always seemed to assume that if a larger ditch were needed more men would be forthcoming. If only library work could possess such as established yard stick! Instead we seem to have the theory that appropriations can only be secured if the need has been demonstrated. In other words increased appropriations can only be had by digging a larger ditch with no more diggers. And this is not an emergency thesis but appears to be an established public library law.

The problem of the public library so far unanswered then is not so much how to persuade the public to use the library but how to interest the public in the library to the point of helping to get appropriations. This article does not attempt to "unscrew this inscrutable" but to tell about one method of publicity which I believe more far reaching for the general library advancement than any the children's department of the Washington Public Library has found since the pioneer days under its first director.

This publicity method is advisory service to adults in children's literature. The reasons for thinking it good advertisement are two, one that it catches many adults in the subject in which they are most interested, that is children, and two, that it aids them in the subject in which they seem to feel most helpless, that is children's reading. There is the not to be despised fact that the library supplies the answer to a definite need already felt which is, of course, the rôle in which the library is most appealing.

In July, 1929, this library was provided with a new and suitably compensated position, Advisor to Adults in Children's Reading. On a recent program of a Parent-Teachers Association meeting, the holder of this prized position was given the title, "Advisor in Children's Literature." But this title will not do because all children's librarians are that. As a matter of fact all children's librarians act as advisors to adults as well as to children. Though in the Washington Library the children's librarians and the children's department office staff had been giving

as much time as could be spared to work with adults, it pyramided to such a degree that something had to be done. It was decided to concentrate as much as possible in the hands of a librarian not otherwise absorbed who could give the public that sense of leisurely attention so essential to this type of service. Though we feel sure of the attention the public receives, there is already grave doubt as to its leisureliness. Indeed it was hoped that the Adviser could do a considerable amount of outside speaking, but she is already needing an assistant. It seems scarcely sound policy to go out and win people to the service while those already won seek the service and find no one with time to give it.

The headquarters of the holder of this position are two exhibit rooms on the second floor of the library just off the children's room. One room contains books parents may borrow for their children and an Illustrators' Collection of 650 volumes, and the other room a reference collection of about 1600 titles which makes a model children's library. This latter is the Schools Division Reference Collection used also for advisory work with adults. These reference exhibits at first glance may seem extravagant but they are anything but that since they save hours of time daily for the staff. As a matter of fact advisory work of this type cannot be done if it depends on a circulating collection. For in circulating collections the books are rarely in or, if in, are soiled enough to be poor publicity. Book buyers wish to see the book as they will buy it, neither shabby nor rebound. Setting aside these collections has changed substantially the type of service possible to give and its quality.

The demands made upon this adult advisory service are divided into two distinct types, demands made by persons interested in children, and demands made by those not concerned at the moment with children but looking for answers to their own questions. The publicity for the library seems good in either case. The heaviest part of the daily work relating directly to children comes from fathers or mothers or both together seeking advice as to what their children should read, or from other adults asking advice as to what books to give. It is gratifying to note that fathers use the rooms almost as much as mothers.

The question most frequently propounded by adults is, "What is a desirable literature for children? What should they have read, for instance, by the time they enter Junior High School?" This question is asked by parents and teachers. To answer it a list was prepared and printed called "The Child's Heritage." Preparing this list was an interesting experience. A four page folder of about seventy-five titles, annotated, was decided upon. About 300 candidates for inclusion suggested themselves and were written down on slips. Then came the painful process of cutting out titles. Three persons sat in on this decapitation. All titles that said positively, "You can't leave me out" were placed in one pile, while those that bravely but less forcefully held up their heads were placed in another. And thus the list made itself. *Alice in Wonderland*, there could be no doubt about; Aesop's *Fables*, of course; *Mother Goose*, by all means; stories of *King Arthur* and from the *Iliad* and the *Odyssey*, *Arabian Nights*, Grimm, Andersen and many another would not be gainsaid.

Next, in frequency, to this question of what is basic children's literature comes the query, "What is the best encyclopedia for children?" Easily third is, "What do you think of such and such set of books? Is it true, as the agent said, that my child will not have proper mental and cultural development without it?" How far this pressure may be carried by agents for such sets is shown by a copy of a letter from a prominent and popular politician used by the agent with parents. The politician wrote of the great value of the book, indeed of its essential nature, winding up with, "If my children could only have either this set of books or a college education I would unhesitatingly choose the set."

This question of sets of books for children and one that is new in the last few years, "Do you recommend book clubs for children?" have brought a list-making all their own. For when the librarian says, "Why not start a library for the child with the money the set would cost," or "Why not buy basic books for a child's own library with the money the club subscription would cost," the answer usually is, "Will you make me such a list?" With particulars as to the age, the present reading taste and the books now owned by the child the lists are made. Many come again and again for further lists.

Embarrassing indeed is the request of parents for the loves of their own childhood which have long since become outworn. But gratifying is the mother who says, "You do not have the Elsie Dinsmore books. I'm glad of that. I wept gallons over them when I was a girl and I do not want my daughter to go through it"; or the father who remarked after looking over an exhibit of books, "No Alger books, that is good. I want my son

to realize what I have learned through hard knocks—that it takes work to get you anywhere, and those series books make you think success comes easily."

Frequently advice is sought as to books that will aid in the correction of certain faults. Problems of sick or injured children, of poor readers, of non-readers are brought for solution. Much is asked for the pre-school child. Books for reading aloud are sought. Read-to children learning to read are a distinct problem. Their tastes are formed and they are more mature than the books they are able to read. Thus it is sometimes hard to hold their interest sufficiently for them to learn the mechanics of reading. Here again the librarian is looked to for guidance. Though some problems arise in the case of children who have been read to considerably there is probably nothing that so surely sets the taste of a child as a parent or relative of good background who regularly reads to him.

Parents going abroad with their children whether in Government service or on pleasure bent ask for lists of books which they propose to buy that the child in his reading may keep in touch with other American children. Americans living abroad write for a similar service. So much for the work with adults relating to individual children.

The Illustrators' Collection brings a large part, though by no means all, of the work with adults not relating to children. This Illustrators' Collection of children's books and books written for adults, but borrowed for children, includes only books in English and in print. The books have a small label with the illustrator's name and are filed by the illustrator. To facilitate the work a bibliography, Illustrators, with illustrator and author indexes has been prepared and printed.

The collection is extensive going back in date to 1817 in an example of the work of Thomas Rowlandson in his inimitable illustrations for the *Vicar of Wakefield*. Contemporary with Rowlandson's work we find a facsimile of the exquisite first edition of William Blake's *Songs of Innocence* made entirely by Blake and his wife. George Cruikshank's genius is shown in a number of books but best in a new edition of *Punch and Judy* with his perfect illustrations of that long out-of-print text. John Tenniel follows chronologically with what is probably the best example ever known of rapport between author and illustrator, his illustrations for *Alice in Wonderland*, while Arthur Hughes in his lovely work in the fairy books of George Macdonald earned the title, "The children's black and white artist of the sixties."

And all of this excellent work was only a forerunner of the great triumvirate of illustrators of children's books, Walter Crane, apostle of the decorative in illustration, Randolph Caldecott, unsurpassed for story-telling quality and humor, and Kate Greenaway, who set a fashion in costume and behavior for English children of the late nineteenth century. From this matchless trio down to the present time the collection includes the greatest illustrators of many countries who have given of their genius and their time to the beautifying of children's books. Wood block, wood engraving, etching, line drawing, color print and modern adaptations of these and other processes have brought a wealth indeed to the younger generation. What Walter Crane said about illustrators in 1870 is equally true now, "For in a sober and matter-of-fact age," he said, "they (children's books) afford perhaps the only outlet for unrestricted flights of fancy open to the modern illustrator." Certainly illustrator and publisher today are putting much of their best work into the making of books for the young.

Some years ago the Washington Library decided that this heritage of the child should be assembled in one room for the use of the public. It has paid for itself many times over for so far the Illustrators' Room has found no adult and no child who could look at the books unmoved. Not only the book lover but the book-indifferent person falls a victim to the charms of this assemblage of the work of many generations. Most adults remark, "I did not know there were such books for children in the world." It would seem that libraries have the responsibility for spreading the tidings of such children's books among adults as well as children. One of the rewarding results of the establishment of the Illustrators' Collection is the stimulating effect it has had on the children's department staff. While one hesitates to use the overworked and rather inappropriate word "laboratory" yet it is a wonderful laboratory for training children's librarians.

College and teachers' college classes in Washington and nearby states hold meetings at the Library for lectures by the library staff on illustration or on children's literature and to study the books, while individual college students form a considerable part of the clientèle of these rooms. Indeed at times all available seats are taken and the children's room has the overflow. Frequently play and pageant directors, public and private school teachers are supplied with plays and material on costuming and staging. For a Bal Bohème held this year by the Arts Club of Washing-

ton over twenty students of Art Schools came for help in a poster contest, while one artist spent mornings in the Illustrators' Room designing costumes for this ball.

Among others using the rooms and the service are book collectors, illustrators, commercial artists, interior decorators, advertisers, movie directors, window dressers, feature writers, radio program makers. Compilers of readers wishing to see the work of available illustrators find the Illustrators' Collection helpful. Government Bureaus send requests received by them from various parts of the country and sometimes from foreign countries for lists for children on the specialization of that branch of the Government service. There are over 200 libraries in Washington. The librarians of these turn to the Public Library for many questions that a children's department can answer. A request for a quotation or information about a book character, possibly loved in their youth, is asked for various government officials speech-making bent. The White House and the Capitol have sent hurry up calls for material. Local organizations lean heavily on this advisory service. Newspapers also use the room as a sort of clearing house for requests received and for services originating with them. An easy to answer but amusing example of a newspaper request was a hurry-up telephone call, "Who was the mourner at Cock Robin's funeral?"

The Children's Department through this work with adults has been the grandparent, or Godparent perhaps, of a number of books written for children at the suggestion of the staff, of many brought out in editions making them available to young people and out-of-print books restored to use. Suggestions as to the method of handling a subject and as to the publisher most likely to accept a certain type of manuscript are frequently sought. Because it assumed rather large proportions this library has had to give up reading manuscripts.

The bibliographical work called for by adults, a considerable portion by mail, is heavy. It should be noted that the Adviser to adults by no means carries all of the advisory work or the largest part of the bibliographic work. That is more than one person could do, and much of it is still carried by the Director and the Assistant Director, Work with Children. Typical examples of this bibliographical work are:

A list of books for the Mississippi Commission of Forestry.

A purchase list of $500 worth of books for the National Training School for Boys, with later requests for two other lists to cost $500.

At the request of the American Red Cross lists of children's books to arouse an interest in, and sympathy with, other countries and to inform children of conditions in other countries.

The various institutions cared for by the local Community Chest ask for purchase lists for the libraries in their buildings since the Community Chest officials, in allotting their budgets to those institutions in which children's books are included as an item of expense, suggest that the library be consulted before purchases are made. One orphanage asked the Children's Department to weed out their collections before the first books purchased on its recommendation were placed in the cottages. The Children's department in this case threw out about 90 per cent of the existing libraries with friendly encouragement from the orphanage officials who said they would rather have a few good books than hundreds of the sort that had accumulated from gifts.

Lists for Negro schools in the south, Grades 1-9, made at the request of the Julius Rosenwald Fund.

A list of stories for young people of farm life in the United States made at the request of the U. S. Department of Agriculture for a similar organization in Stuttgart, Germany.

A list of biographies showing the history of the world chronologically to be used with a group of girls.

Lists of books with large print for adults and children with weak eyes.

For the Bureau of Prisons, Department of Justice, lists of books easy to read but of adult interest for men of low mentality.

A list of 300 children's books to be used in a window exhibit by a local bookseller with a poster stating that all of the books shown were approved by the Public Library.

Lists of books to be used in Indian Schools throughout the country prepared for the U. S. Bureau of Indian Affairs.

Lists are requested for local private schools libraries; for libraries to be established in small communities; for small libraries organizing children's corners, for country schools, for parents living far from libraries. Of the making of such lists and other lists on special subjects there is no end. And the curious part of it is the fact that almost every list requested is from an entirely or slightly different angle which precludes the use of previously made ones. One of the rapidly developing phases of this advisory work is the sending out of exhibits of twenty-five or fifty children's books, with lists for distribution, asked for by club women, book clubs, Parent Teacher Associations and colleges.

This library is the only place in Washington equipped to do the sort of work described. Because of the many Government Bureaus and national organizations with headquarters in Washington much is asked of the Washington library that might not be asked of other municipal libraries. In addition to the requests, only touched on here, the idea seems

to be held in various parts of the country that organizations and individuals have a right to ask of the Washington library service because being in Washington it seems to have a national implication. Many institutions, therefore, ask service as they would of the Government department libraries and the Library of Congress, which brings a nice problem of jurisdiction. While this is true the work of a purely local nature is enough to justify having a person assigned to advise adults in children's literature.

This description of the Children's Department service to adults takes no account of the volume of advisory work with individual teachers, committees of teachers, and school officials carried by the Supervisor, Work with Schools; it aims only to describe some of the Library's advisory work with adults in children's literature and to show how such a service may advance the prestige of the library in the community. No library should undertake such service unless it is prepared to handle a rapidly growing work. That there is a need for such service and a desire for it there can be no doubt. Word of it passes from one person to another so that it is self-advertising and needs no stimulating. I believe that such advisory service to adults brings to the library more, proportionately, of the type of persons who could create library sentiment in the community that any other piece of work the institution may undertake which is only to say, of course, that it is a type of publicity our public libraries peculiarly need.

All Astir on the Western Front

By LAUREL KRIEG

Children's Librarian, Carnegie Free Library, Alliance, Ohio

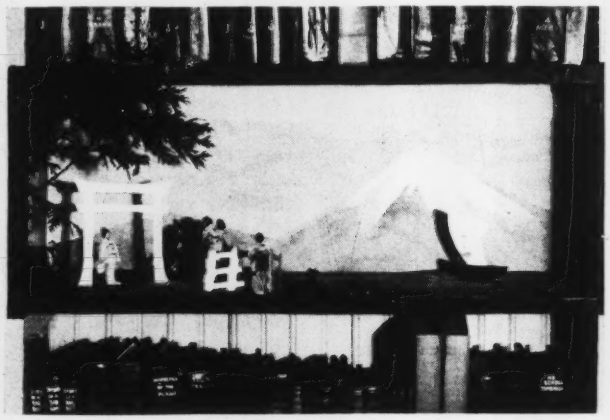
"MY CENTER is ceding, my right is retiring. I shall attack." The Spirit of Foch in the dark days of the battle of the Marne is the spirit of the librarians of the country today. Short of money, short of books, short of staff, they march, curtailing expenses to carry on, marshalling their resources to meet increased demand, and withal struggling to occupy new fields of professional service. Nowhere has the phalanx been harder pressed than here in Ohio where so many libraries have been entirely dependent on the intangible tax whose inadequate yield is tied up by many lawsuits. Inspiration to meet the situation is granted the worker with adults by the unusual needs of her clientèle, but, even in straitened circumstances, the children's librarian, whose patrons are living more nearly normal lives, must offer all that she did of old if she is to do her part in keeping those lives normal. To maintain her own morale she must take some steps ahead, yet only those steps that will not lay extra burden on the general library and that will encourage inexpensive activities among her children.

"Every Child a Nature Hobby" has been our motto in library and school this year. "Birds, butterflies, trees, and flowers as fine of quality as they have ever been and all free of charge." The great vacancy in the region of 598.2 on our children's room and school library shelves is the result of a study of bird life organized by the Primary Supervisor. Bird stories never reach the stacks; they are snatched from the charging desk. Even our seven and eight-year-olds are developing amazing ability in the use of reference tools to identify the birds they see. Tree and flower guides came into their own with the advent of leaf prints. The impressions on porous paper of leaves pressed vein-side down on a green-inked pad opened a new door to the study of plants and made fine, inexpensive additions to the library picture file. With our horde of young butterfly collectors we have come to regard a bottle of tetrachloride as a necessary part of children's room equipment.

Our hearts go out to Donald who came to the library to find out why the eggs of a captive moth did not hatch. After a little reading on the beginnings of life, he caught a male and female moth of the same species. But we failed to tell him that mother moths do not nurse their babies like kittens and the larvae died of starvation.

The perennial problem of what books are suitable to read aloud in a classroom is even more serious in Depression. At the close of the school year each teacher in the first through the eighth grades was asked to list the books she had read to her classes, to comment on her pupil's reaction to each and to

state whether or not she would recommend the book for her grade. About 150 teachers replied. Never has our library received more whole-hearted cooperation. Of course, the books were everything from the *Bible* to *Bunny Brown*, but the general run were of good quality. This fall we are giving the teachers mimeographed bulletins of fifteen of the best books for each grade compiled from their own lists. Primarily we hope to raise the quality of books for classroom reading, but the by-product will be increased emphasis on classics and standards at a time when we cannot afford new titles.



How the Alliance Public Library Used Empty Shelves When Circulation Was High

The making of reading lists is scarcely a depression enterprise if printing is expensive. Since we use mimeographed lists, we undertook a revision last year. We had formerly used a graded list, fifth through eighth, from which pupils might read for credit up to 7 per cent of their semester grades in English. Last year credit was offered for reading in history and geography as well and three lists took the place of one. We feel that closer correlation with the school curriculum repays the additional work. Now when a boy is studying the Middle Ages in history, building castles in manual training, and designing shields in art class, he is encouraged to read tales of chivalry and life on the medieval manor. When he studies the geography of Alaska he reads polar explorations. The bibliography for a junior high school course in international relationships proved difficult and the Stevenson Room of Cleveland Public Library gave us valuable aid. At the price of a few stencils we prepared bibliographies to fit the major units of activity in the primary grades: books on Eskimos within the vocabulary range of second grade, desert life for third grade, food stores, types of shelter around the world, etc.

To the 1B teachers who used to say "Your new books are lovely, but there is never anything for us" we now offer our new pre-primers. At an average cost of 14c. per volume and 25c. for binding, we have a gay little library that the six-year-old can read before he could begin a regular book. The teachers are delighted with more and varied material of light vocabulary burden and use the books to encourage quantity reading among beginners who advance rapidly and among older children who are retarded. At last the children's librarian has something sensible to offer the mother who wants a first reader to teach her pre-school child.

Pages from cancelled picture books of the picture-a-line type, like *Little Black Sambo* and *Peter Rabbit*, can be mounted on cardboard to make slides for the opakue projector. Our picture show story hours have been very popular. Attendance on a single morning has numbered over four hundred. Book jackets mounted for slides make an easily and quickly prepared structure for a book talk. I discovered this one day when an eighth grade teacher telephoned that she was on her way over to have me show her children around the library and tell them some suitable books.

When high circulation and low book budget produce empty shelves we have tried to cover our deficiencies by turning the shelves into box theaters. *The School Arts Magazine* is full of suggestions. A Japanese landscape with Fujiyama painted on a background of unprinted newspaper or a crêpe paper Washington crossing a Delaware blocked with plaster of paris ice is more striking than a poster.

"Tut, tut, child," said the Duchess. "Everything's got a moral if only you can find it."

——From *Alice in Wonderland*.

Ear Marks of a Good Reader

By JOSEPHINE TRIGG

Children's Librarian, Great Falls, Montana, Public Library

BY A GOOD reader we should understand one who reads with sympathy and appreciation, reads to advantage, and knows the good from the bad. Such do not grow on every blackberry bush. There are many who cannot be taught the trick, and a serious handicap is that it is difficult to convince anyone that such an accomplishment as reading requires effort; it is assumed that one simply reads—the more conversation found in a book, the better. In this, as in all things of any worth, to get the value of what is good requires effort. The taste for good reading, if formed during the school years, remains with a child long after Latin, mathematics, and science have fitted into their respective places, and the privilege and joy of developing this taste are too great to be turned over to others outside the home. It rests very largely on the fathers and mothers of today to decide what shall be the place and value of the great literature of tomorrow. Before your child goes to school, then, he should have a curiosity about books and a joy in them. He should associate them with his toys and the playroom, rather than the schoolroom; they are bright, lovely things, not drab covered volumes associated with long hours of lessons; they are doors to the beautiful, and windows opening on fairy seas; they are paths to adventure and beauty.

The form in which a new book appears or an old one reappears has a far more determining influence on whether the book will be read and kept alive in the memory than any recommendation by the publisher. Children know the looks of the books they like—outside and inside—long before names of the authors or words of the title stick in their memories.

All honor to the artists and makeup men who are bringing out books of distinctive appearance. Such books as *A Monkey's Tale*, *Baby Elephant*, and *Lions and Tigers and Elephants Too*, illustrated by Bertha and Elmer Hader, telling tales of little animals who, bored by the confined limits of their homes in the jungle, decide to start out and travel to see what a big place the jungle really is, enjoying as they go many curious and brilliantly colored adventures before returning to their family life—wiser but not sadder little jungle creatures. The color printing of these festive little books hold the little folks enthralled.

Kees, and his Pet Duck Kleinje, illustrated by the artist Elizabeth Enright, has captured the picturesque and the colorful atmosphere in these delightful pictures of Holland and makes the little people feel that they too have visited the old windmills and helped make queer, round, red cheeses.

Arranged from an old German picture book entitled *In the Mouse's House*, this story tells of a family of field mice who have to move because the farmer is plowing up their old home, the "hurry and scurry" of moving, illustrated by Matilda Ritter in gorgeous purples, blues, reds, and oranges, will delight the heart of any little person.

We all remember Elsa Beskow's delightfully illustrated *Pelle's New Suit* and the charming little story, *Aunt Green, Aunt Brown, and Aunt Lavender* with its pictures of quaint costumes and bright colors, so this year we greet with pleasure two new books written and illustrated by her, *The Tale of the Little Old Woman*, and *Olle's Ski Trip*.

Some little boys have a very mechanical turn of mind and love to watch the Great Shovel! "Monster thing of steel and iron, I stand and watch you. Your dipper's teeth bite through the ground. You lift the earth. You lift the rock. Your body swings this way, that way—around and back. You rumble heavily on your track. Your engines make a throbbing sound as I stand and watch you." *Big Fellow at Work*, by Dorothy Baruch, the story of this great shovel makes the child feel "he" is a real person—doing a real job. *Little Machine Man* is one that fathers who frequently come to choose their little son's books enjoy taking and explaining to the attentive listener.

Little folks love to handle small books, and it is a joy to see the wee ones leave the Children's Room, their faces so happy and eyes twinkling with *Little Black Sambo*, *Peter Rabbit*, or some of the delightfully illustrated *Happy Hour* stories tucked snugly under their little arms.

Then come the "middle aged" children as they call themselves who before leaving the sixth grade for junior high school should have three objectives realized, if parents, teachers,

and librarians cooperate in working together: First, that they enjoy reading; Second, that they have judgment in selecting worth while books; and Third, that they have formed the habit of using the Public Library. With these objectives in mind, "we three" should work wonders with the fund of stories in the Children's Room, including fiction, folk lore and travel which are told in such fascinating ways that our boys and girls feel they are journeying to far lands, living in the time when knights were bold and enjoying Mother Nature in her many phases.

So to Morocco, Guatemala, and Japan we journey with the books of Elizabeth Coatsworth. *The Boy with the Parrot* gives the child reader a truly vivid and colorful picture of Guatemala. From here to Morocco is a long jump, but we take it easily in Miss Coatsworth's magic boots and find ourselves enthralled with the adventure of Toutou, the black and white fox terrier, whose story is recounted in *Toutou in Bondage*. The John Newbery Medal for the best book of 1930 for boys and girls was awarded to the *Cat Who Went to Heaven*, by this same delightful author, Mrs. Coatsworth. "The medal carries greater honor this year," says the editorial writer of the *Horn Book*, "than ever before, because there were three other fine outstanding books, any of them a medal candidate: Anne Parrish's *Floating Islands*, Stephen Meader's *Red Horse Hill*, and Agnes Danforth Hewes' *Spice and the Devils' Cave*. Every one of these books will live; but for beauty, truth, and goodness the medal was rightly placed. The little cat with her spots of brown and gold is beauty; the poor artist living in his imagination the life of Buddha, truth; the artist's housekeeper who brought home the little cat in her market basket is goodness." Here then is a beautiful book with its delightful wash drawings in black and white that will be a joy to the readers this year and many years to come.

Swedish and Norwegian stories such as *Johnny Blossom*, and *Inger Johanne*, by Dikken Zwilgmeyer, are ever a joy to children, so we greet with pleasure Amy Palm's *Wanda and Greta at Broby Farm*, with its humor and happy home life; also Constance Schram's *Olaf, Lofton Fisherman* with its refreshing Norwegian atmosphere, without neglecting the homely touches of every day life. All of these books make delightful reading aloud.

Fingerfins and *Paddlewings*, are two charmingly illustrated nature stories by Wilfred Bronson, who explored the Southern seas with William Beebe and has the happy faculty of taking children twenty fathoms deep with their eyes open, while Eric Fitch Daglish with his clever black and white drawings brings animal life, both large and small, very clearly to the child's mind.

I hardly feel that fairy tales really need defence. However, children are being brought up today in a mechanical world, and the realistic educators have attacked the fairy tales vigorously, and some modern teachers feel that little children should have a less imaginative type of literature. While the great majority think that the "fairy tale age" is a definite period in a child's reading, in libraries where children select their own books the only problem is to get enough to meet the demand. Folk tales and modern fairy tales delight children and have a real value for them. In the first place a successful folk or fairy tale tells a good story. Folk tales were originally told, not written, and every good story teller knows that dramatic action is the key note of a story that is to be told. But over and above all this the greatest value of a fairy tale story whether it is new or old is its direct appeal to the imagination, its stimulus to the natural love of poetry and legend in the child's mind.

It has been a comparatively simple task to keep the baby's "poetry taste" as we have so often resorted to stories in verse, but to keep alive a love for nature study in a child who walks along paved streets lined with high brick walls is more difficult; but since we have such delightful books as Winifred Welles' *Skipping Along Alone*, containing poems with such charm as "Old Ellen Sullivan," "Angel in the Apple Tree," and "The Man with the Little Pleated Piano," Vachel Lindsay's *Johnny Appleseed* humorously telling us of "The Mysterious Cat" and "The Potato Dance"; and when reading Walter de la Mare's *Peacock Pie* we, like Little Jack Horner, feel that it is filled with the most delightful plums. *The Singing World*, a volume of poems selected by Louis Untermeyer grouped under such headings as "Fairies and Phantoms," "Whims and Fantasies," "Tales and Ballads," and "Laughing Legends" seems to cover every need for every occasion. If the love of poetry is nourished to where it has become a part of the inner life of the individual boy and girl, the young people will pass enthusiastically to the enjoyment of Keats, Shelley, and other poets.

The "mystery story habit" has pervaded the child world especially among the older boys and girls of Junior High age, and the introduction of mystery stories into a library, although perhaps inevitable, is deplorable. There are two slight advantages that can be observed so far in dealing with the mystery story; one is that it provides more wholesome amusement

than some other recreation that could be resorted to; the other is that it makes a wedge for some children who have not the library habit. But luring a child into the library by this means is a line of least resistance and reminds us of tempting an unwilling patient to take his medicine with sugar-coated pills. Gradually as these stories wear out we are taking them from our shelves, and, when asked for, we, with a smile say, "Come with us, we have such an interesting story with a thread of mystery in it," and lead them to Marjorie Allee's *Susanna and Tristram* or *Jane's Island;* Beulah Marie Dix's *Merrylips*, the story of an English girl who wished to be a boy; Marian McNeely's *Jumping Off Place*, and Constance Skinner's *Becky Landers* with all the thrills and adventures of rugged, pioneer life; and they go on away feeling that they have a book quite out of the ordinary. With boys it is easier to find substitutions as they are more interested in adventure. Russell Gordon Carter's *The King's Spurs;* Edward Ellsberg's *Thirty Fathoms Deep;* and Raoul Whitfield's *Silver Wings*, an airplane story, will often satisfy the most ardent "detective" reader after we have told him the story.

Other boys can be appealed to by such alluring titles as Will James' *Smoky* and *Big Enough*, both wholesome tales of Western life; Charles Roberts' *Red Fox;* Enos Mills' *The Grizzly;* and Joseph Vance Hoyt's *Silver Boy*, stories by men who spend their lives watching animals and discovering curious and interesting things about them. This year we are happy to add Raymond Ditmars' *Strange Animals I have Known*, and Charles Livingston Bull's *Under the Roof of the Jungle*, two books of superlative merit. Nature in the primitive appeals to boys with a taste for the mysterious, and we are happy to say many girls can be led to read them as well.

Our boys are always interested in the adventures and hardships of pioneers and when we mention the encounters of the four boys who started West from Kentucky, told so grippingly in the *Young Trailers* series by Joseph Altsheler, we often, after these are read, lead the boys to take James Fenimore Cooper's *Deerslayer*, and the rest of the Leather Stocking series—a good start toward better literature, we feel. Others will become interested at once in Lowell Thomas' *Boy's Life of Colonel Lawrence*, Robert Douglas' *Three Boy Scouts in Africa*, and when we give them Carl Akeley's *In Brightest Africa* and suggest that they start the book with the second chapter, thus eliminating the talk on taxidermy, they will return asking for another book just like that one.

Thus we go on telling alluring tales, giving glimpses of thrilling adventures in pioneer life, and drawing on the imagination with our colorful stories of travel in other countries until we are of Dr. Samuel Johnson's opinion: "You have done a great thing when you have brought a boy to have entertainment from a book." We feel that we have done more; we have given him the key to a cupboard which will never be bare. It doesn't matter much what else he learns in school days, if he learns at that time to reach wisely for a book.

In View of the many new inventions of today, the book has been forgotten. Yet when one realizes that for two or three dollars he can purchase and take home under his arm the life-time conclusions of a great man, the power of the book becomes more apparent. The book bears the same relation to brain energy as a storage battery bears to electric energy. Books are something far greater than mere means of amusement. Books offer great economic possibilities which have never yet been capitalized. Those who succeed in so capitalizing these brain storage batteries should make millions in the process. Books store ideas as banks store money; and ideas are surely of more value than money. Besides, this new industry will open up new fields of employment which should possess great interest.

——Roger W. Babson in *New Ways to Make Money*.

Paper Pets

By HELEN B. CONDON

Children's Librarian, McGregor Public Library, Highland Park, Mich.

HAS THERE ever lived a child who, at some time in his or her life, has not craved the companionship of a living animal? If the child is a boy, his heart more often longs for a dog; a barking, leaping little fellow who will ever tag at his master's heels. If the child be of English blood he, more often than the American lad, will dream of a horse all his own; a horse on whose back he will some day ride to the hounds. Of all the animals which God has given us there are probably no two who seem more human or who develop a greater devotion for kind masters than the horse and the dog. Because they do seem almost human probably accounts for their being favorites as pets. They prove themselves real pals indeed, and the loss is a sharp one when their days are ended.

We are all born with a place in our hearts for these dumb creatures. While we do not fully sense this love, it is there even in our very earliest years. If, for any reason, it is impossible for parents to give their youngsters the joy of having living pets, a stuffed animal may prove a satisfying substitute. Few children have reached even the talking or walking stage without having loved a fuzzy teddy bear, a calico dog, or a *Velveteen Rabbit*. As Margery Williams Bianco tells us in this, her most delightful of stories, the more worn looking the pet, the more loved. Velveteen Rabbit's most cherished hope was to become real, for the Skin Horse had said, "When a child loves you for a long, long time, not just to play with, but really loves you, then you become real." Believing this, a great many stuffed toys have indeed been real! There are many young children to whose eyes the Sand Man can never come until the youngster's shabbiest stuffed pet is cuddled close beside him 'neath the quilts.

Besides these living and stuffed companions there are what we might call the paper pets. These are the animals friends whom we come to know through books. And though only pictured to us on paper, they may have been, or may seem to be, as real as any living horse, or dog, or other kind of animal. There is something born within us all which makes us enjoy stories of animals, and through these pictures, which are often presented so vividly, our love of animals is intensified. Think back to the books you loved best in your earliest childhood. Are they not the ever enjoyable tales by Beatrix Potter or Thornton Burgess? Will you ever forget *Peter Rabbit?* You did not listen to these stories once, but over and over again. Animal tales are about something that is real to the child; something with which, even in his few years, he has vivid associations. They connect with his own experiences for extreme youth has not kept him from making a pal of his own teddy bear, or the canary in the sun-room, or, perhaps, of the pet of some neighbor.

Love of animal stories need not and does not cease with the advance of years. For old and young alike there is ever to be found a fine selection of animal tales. This includes the problematical intermediate age, and does not stop even there, for many of the best books in this class which are found in the children's room of the library, are also on the shelves in the adult department. Among these is Felix Salten's *Bambi*, the exquisite story of the life of a deer; there is Jack London's popular *Call of the Wild;* there is Kenneth Grahame's ever delightful *Wind in the Willows;* and many more—all of which are enjoyed equally by grown-ups and older boys and girls. As children mature a difference in the choice of books made by the two sexes becomes evident; but it is interesting to note that older girls and boys both enjoy nature literature.

Three books which have introduced older boys and girls to paper pets whom they have grown to love, are Eleanor Atkinson's *Greyfriars Bobby*, Will James' *Smoky*, and *Moorland Mousie*, by Golden Gorse, pseudonym.

Consider first *Greyfriars Bobby*, for it is the only dog story in this small group, and was the first of these to be written. This story of a faithful little skye terrier is a true one, and perhaps it is partly this which makes Bobby pull so strongly on our heartstrings as we read this tale of his renowned life. No one, dog lover or not, can read this book without being the better for it. Parts of this story sparkle with humor; parts appeal strongly to the emotions. At times it is hard to fight back the tears, so near and dear does Bobby become to the reader. But Bobby is not all mourner. He loves to romp and play with the tattered tots from the nearby tene-

ments. He loves adventure and knows no fear. He lives! The beauty of Mrs. Atkinson's literary style corresponds to the beauty of the story itself. There is music in the Scotch dialect which adds charm to the book.

While an author must know his subject, while it must be real to him in order to make it real to his readers, he can know it in different ways. Will James, the author of *Smoky*, lives the life he writes about. In remarkable contrast is the way Mrs. Atkinson knew Bobby. Reading her book one would almost be certain that she must have lived at the time Bobby did; must have known him and his city intimately. But not so. From bits gathered here and there about this dog who sleeps hundreds of miles from her, and who lived before her, Mrs. Atkinson came to know Bobby and gave us the privilege of knowing him. This story, laid in a city to which Mrs. Atkinson had never been, and written largely in a dialect unfamiliar to her, is so faithful to the facts that it is usually referred to as biography in Scotland. One cannot help but feel that if this book were familiar to every boy and girl, every man and woman, there would be little need for Humane Societies, at least as far as dogs are concerned. It is a real loss never to have known the joy of a few hours spent with *Greyfriars Bobby*.

The other two animal books are both stories of horses. One *Smoky*, pictures the typical cowhorse found on the plains of our Western states; the other, a horse born on an English moor, who becomes the pet of an English family who sacrifices in other ways that their children may know the joy of horses.

Smoky, like Bobby, comes to live in the hearts of those who make his acquaintance. He knows joy and sorrow, love and hate, but not in quite the hopeless way that Bobby did; for in the end Smoky and Clint come together again. Clint is the cowboy who breaks Smoky, and he loves him as he never loved a horse before. But others have their eyes on Smoky and he is stolen away from his home range. Then do his adventures start. He comes to know hands and hearts which have no love for him, nor understanding of horses. Hatred for man is born within him; he becomes the famous Cougar, the master of even the best riders in the country. But fate plays a part in the lives of horses as well as humans, and in the end Clint's love brings Smoky back to something near the kind of horse he had been.

Moorland Mousie, like *Smoky*, is a mouse-colored pony, born on the open plain. He, too, is soon rounded-up and broken, becoming the pet of a little girl, Patience. On day in his enthusiasm, he overdoes things a bit and Patience is thrown from his back. After that he is sold; passing from one master to another until he is no longer the proud, well-groomed pony that once he was. But like Smoky, his first love finds him, a broken spectacle, and nurses him back to health. Happy, carefree, out-of-door days ensue. Patience's little brother rides him in the hunt and they walk off with honors.

Will James, who wrote *Smoky*, is a cowboy himself, and so knows a cowhorse as only a cowboy can. The writing of *Smoky* was to its author an expression of something very close to his heart. Smoky was Mr. James' own horse and his writing about him was a natural thing. He came to the author after his days as a colt, but Mr. James knew him so well that it was easy to picture what his earlier days had been like. As is seen from his writing Mr. James is a self-educated man, never having attended school. But just as *Greyfriars Bobby* would have suffered much not to have been written in the Scotch dialect, so would *Smoky* have lost much of its charm and reality had it been written in the language of the scholar. It is more typical, more real to have it just as it is.

Humor and pathos; action, lots of it; rivalry, physical combat, bravery, and the right amount of sentiment are found in these stories. Children, especially boys, demand these qualities. When one boy was asked whether or not he enjoyed *Smoky* his enthusiastic reply was, "You bet, it's got action, boy!" One must not—it is poor psychology—say to a child, "Here is a book you should know. It will teach you many interesting things about a dog, or it will teach you how to care for horses." That which the child should know must be presented in a style attractive to him; must be intermixed with the things a boy or girl seek in narration. It must be presented under cover so to speak. Then will the choice be a natural one; made with the full free will of the child himself. *Greyfriars Bobby*, *Smoky*, and *Moorland Mousie* seek to present the truth, to entertain, and to appeal to the emotions. Other books of this type and pattern do the same. Each, in its particular style, method of treatment, and presentation awakens in the reader a sympathy and love for animals, and the desire to delve further into nature study. After having read these books, or others equally as vivid and understanding, the animals portrayed therein are seen through different eyes. A horse is no longer just a horse, or a dog just a dog. They are loved, and being loved, in the words of the Skin Horse, they are real.

THE
LIBRARY JOURNAL

October 15, 1932

Editorials

"BOOKS FOR Young America" is the theme for Book Week, which comes this year the week of November 13. During this week the entire United States will cooperate in bringing to the consciousness of everyone the value of good books for children. Fourteen years ago this plan originated and since then it has become so universal a celebration that each year hundreds of public libraries, schools, clubs, organizations, and book stores vie in having the most enticing and unusual display or program. Last year in the Detroit, Michigan, public schools two librarians wrote Book Week plays and produced them in the schools; one children's librarian in the Seattle Public Library had a carnival of authors such as suggested in the *Peterkin Papers;* and in the Toledo Public Library a Boy Scout Merit Badge examination was broadcast.

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THE IMPORTANCE of Book Week is that it offers to every librarian a great opportunity, that of multiplying the use of good rather than mediocre books for children. Each year the problem of selecting children's books becomes greater since with the increasing annual output of juvenile books there are so many "near good" children's books, a harder problem than differentiating between the really good and the really mediocre books. Children's librarians have won for themselves a position of leadership in the field of children's books. To retain this place their steadfast discrimination between the best, the not-so-good, and the poor in the yearly output must be constantly kept in mind.

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THE A. L. A. Committee on Annuities and Pensions, under Harold F. Brigham's chairmanship, has given most painstaking and conscientious attention to the working out of a comprehensive plan which will include small as well as large libraries and even staff members in cases where the library organization does not come into the fold. In each case the amount of the annuity will be determined, of course, by the amounts respectively paid in as a basis and it is suggested that 5 per cent of salaries should be paid in by the beneficiary—rather a high proportion in respect to small salaries—and 4 per cent of the salaries from the libraries taking part as such. The Committee has designated a particular insurance company, of the highest standard, to put this scheme in practice, the name not to be disclosed until passed upon by the Executive Board for discussion at the mid-winter meeting in Chicago. The plan is based upon the group insurance method adopted by most large industrial corporations, which gives the best results for the least money. This selection of a stated company is probably the only decision which will meet with criticism, but it seemed desirable to center the work and there should be no difficulty in arranging with other companies in case they desire to enter the field. Of course the new plan cannot fairly be tested out as to permanent success under the present circumstances, when salaries are so generally cut and there is little margin left even for safeguarding the future, but the Committee has endeavored to work out a permanent basis and it is to be hoped that the future will justify all the expectations the plan puts forward.

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DR. WILLIAMSON, as dean of the oldest of library schools, reports that there is so much greater supply than demand at present for library school graduates that it is necessary to face the problem and take definite steps of remedy or prevention. The same is true of the training schools for nurses, and in some cases hospitals have for this reason suspended their training classes. Conditions are alike in both callings. These are favorite professions for those who want to do service in this world of ours, of whom there seems a larger proportion among girls than among college boys. Of Dr. Williamson's three proposals, that which he favors seems the most common sense and effective, that is, neither to close schools nor to curtail arbitrarily and drastically the number of students admitted, but to make a selective draft, to use the war term, which would ensure the best material for training. For this purpose he proposes a general examining board, not unlike the college examination board, which would not assign students to particular schools but would leave them free to choose and would

leave the schools free to add more qualifications for entrance. For many years it had been the boast of library schools that their graduates in good standing never failed of jobs, but this, like all things else, has changed with the depression and for the time being measures must be taken to meet the emergency, although unfortunately even this denial of opportunity for training serves to add to the ranks of the unemployed. The brighter day of prosperity, even though prosperity is not just around the corner, must inevitably come in this country of ours and, let us hope, to the world in general, when again demand and supply will balance their budgets.

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A STRANGE boast is made by the Librarian of the New Orleans Public Library that his city expends for its public library but 19 cents per capita, as against 80 cents in most large cities. This may in some measure be accounted for by the greater relative importance of privately endowed libraries in the Crescent City, but is in no wise a fact to which to point with pride. Louisiana's extraordinary Governor, now Senator, has boasted of the extension of good roads and other public facilities in his state, though he did not emphasize the fact that the state debt had risen to above $100,000,000 as against $11,000,000 not many years ago. Certainly Louisiana, and not least New Orleans, should do as well by its libraries as it does by its roads and other physical facilities, and it is to be hoped that the new library spirit in that state will cause its citizens to take a more adequate view of what libraries mean in civic development.

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Library Chat

THUMPING long lists of new books come from the publishers in the early Autumn, to set librarians scuttling—probably for cover—as they worry over finding shelf-room for all worthy and some unworthy newcomers. Librarians of experience undoubtedly have developed an automatic resistance to the onslaught. They would not deny the admirable qualities of writers who are trying to make an honest living, but do not admit that all products of such efforts deserve house-room. Librarians are conscientious. Either that trait leads people into library work or the work develops it. At any rate, they sift and weigh and give their patrons good advice, and almost weep when readers insist on rubbish instead of the precious life-blood of a master spirit.

The general public hears only occasionally of such endeavors to improve the standard of reading. It is when librarians get together for meetings and discussion that some of their unselfish struggles are reported. Lately the English librarians have been holding a series of conventions in various parts of the country, and accounts of their discouragements reveal an essential similarity to American conditions. There are too many shoddy books, and it is an endless task to get people to read good ones. The county librarian at Kent sadly announced that "the standard of reading today is definitely lower than it was a century ago." Rural districts all reported a heavy demand for shockers. Rustic readers absolutely refuse to look at realism, serious modern works, fine fiction, or anything requiring concentration and offering intellectual rewards. They want stories of murder and adventure. The saddest news of all concerns children. Both in town and country the majority of them have few books of their own and a depressingly large number have none at all.

After all, the librarians are aiming at perfection and may overlook few gleams of hope. "In front the sun comes slow, how slowly, but westward, look, the land is bright." Even though the standard of reading on the average may be lower, it is not because people have given up reading good books. The tremendous increase in the number of readers has dragged the general level down. It is surely something that the class that never read at all a hundred years ago has made a beginning with dime-novel stuff. Such readers, and also the rustic lovers of blood-and-thunder fiction, will grow up as surely as the small boy who used to sneak robber stories into the barn.

The children are at once the most discouraging and hopeful part of the picture. They should have books of their own and be encouraged to read at home. But their teachers and the libraries are opening up new worlds for them. In England *Alice* and *Treasure Island* are read as much as ever, and more than ever by children. The classics are for them, though once in a while a modern writer-for-children turns out a tale that quietly insists on turning into a classic. Bowdler should not be permitted to devitalize their reading. The librarians can turn them loose on good books, and they do. If the children do not understand all, they remember and later comprehend, and meantime they are cultivating good taste.[1]

[1] This editorial reprinted by permission from *The New York Times* for September 24, 1932.

Librarian Authors

JESSIE E. LOGAN was born in Illinois but has shared time with Indiana. She says: "There was a full set of parents, several brothers, a sister, and at odd times I was an inmate of five grade and two high schools. Like many young things there was a mighty mental upheaval trying to find a suitable life job. For short periods I tried clerking, several kinds of office work, ran a perforating machine in a printing office, and then for a longer time helped collect taxes in the county treasurer's office before 'falling' into a library position. The tax office was my first experience with meeting the public en masse, and one might also add, in the raw.

"The first library job was the kind where one worked six months without compensation to pay for the training received (such as it was) and then at the end of the probation period was paid the munificent sum of $25 per month! At least the idea was successful for it sold library work to me in spite of the slight return, and I found myself happier and far more contented than at any time in my struggle for adjustment. The first technical training was the six weeks course offered by the Indiana State Commission. After another six months experience at home there came an opportunity to try my hand at being the entire staff in a small town nearby. This lasted two years and then came a chance to do the county work of the first county library established in Indiana. My territory was just the county, and I must confess that only absolute ignorance of what was ahead coupled to a feeling of high adventure carried me through the mistakes and hard work of the next two years. There was a book wagon to drive and I'd never driven anything before, the county was entirely new to me, the books were new and the map was new. An entirely new experience in other words. I visited five or six small towns and some fifty odd schools every three weeks and the joy of my coming was compensation for everything else. An interlude of Library School at the University of Wisconsin came next, ending with my present position as Branch Librarian of the Spades Park Branch of the Indianapolis Public Library.

"A large irritation at not being able to find suitable material for our school demand was responsible for breaking out into print with the compilation of *Goodly Company*, a book of quotations and proverbs for character development, Beckley-Cardy Company, Chicago. When the demand for ethical quotations for morning exercises continued from year to year, we gathered together what we could find from sources at hand, typed and mounted them on picture mounts for use inside the library. It was the freshening of this material that gave rise to the exciting thought that perhaps others could also use this labor if it were put in suitable form. No one was more surprised than I when it was accepted and published. Would that one could change other irritations into a fully equipped, separate children's room, a trip abroad (or even at home) enough books to satisfy and many other desirable things. A branch librarian is, however, a peculiar kind of species and anything may happen if the pressure gets too great."

Goodly Company was published in 1930, a volume of 221 pages bound in buckram.

Jessie E. Logan

Book Week Celebrations

Adams, Massachusetts

ONE OF THE hallways in the Adams, Mass., Free Library was converted into a book shop displaying only children's books during Book Week last year. The books were grouped into collections of picture books, easy books, intermediate books, books for older boys and girls, and 1931 publications for all ages. They also had several Pinocchio puppets which were displayed with attractive editions of the book and a table was devoted to new and attractive editions of old standards. Above the doorway leading to this hallway was the invitation, "Entrance to Book-land." A corner of the main lobby was also converted into a juvenile display of new books using the "Round the World" theme. In a large display case an adaptation of the Jessie Willcox Smith poster for Children's Book Week was used and, at the same time, new books of different countries were displayed. The exhibit lasted until Christmas and, at the request of patrons, arrangements were made to sell some of the books; copies being replaced immediately.

Book Week Display in the Adams, Mass., Free Library

Boston, Massachusetts

THE WENDELL PHILLIPS School, for boys of fifth and sixth grades, is located in a melting pot section of Boston, reaching about fourteen nationalities, where Americanization work is stressed. It was here during a Children's Book Week program in 1931 that, at the invitation of the library, Mr. George Ross of Little, Brown & Company, spoke on "Live Books of Information for Boys." At the end of his talk, Mr. Ross was so carried away by the enthusiastic response of the boys, that he suggested a reading contest be inaugurated. He offered two prizes in each of the eight classes of the school. The library with the cooperation of the master took charge of the contest. The following rules were announced: The contest began December 23, 1931 and ended April 1, 1932; Two book prizes were awarded in each class of the Wendell Phillips School; The contest was open to every boy in the Wendell Phillips School; Every contestant registered by giving his name to the children's librarian at the West End Library, or her assistants; boys used their own library cards in drawing books which they wished counted for the contest; oral reports had to be made on each book read for the contest, either to the children's librarian or her assistants.

The spirit of the teachers was unparalleled. They took an active interest from the beginning and urged the boys to join and read. In each classroom a corner of the blackboard was devoted to a list of the contestants with the number of books read to date, to spur the laggards on to greater effort. During the last week there was a high pitch of excitement as the boys with the best records vied with each other for first place. Those who felt that they had a chance of winning were asked to list the books they had read as far as they could remember them, and to write a composition on the books they liked best. Forty-two compositions were received, covering a wide range of taste. The books mentioned as favorites would serve well for a study of the reading of the modern boy as compared with that of a generation ago in America, and especially with the childhood reading of their continental parents. *Pran of Albania*, *Men of Iron*, a history of the Jews, a life of George Armstrong Custer, *Heidi*, and *Rolf and the Viking's Bow* had their devotees. One boy said he liked *Jack of all Trades* because it helped him make a toy with which to amuse his little sister. These compositions should

prove valuable suggestions to people interested in the making of children's literature.

The awards were made on April 15, 1932, at a formal assembly in the school hall, with the judges and visiting librarians present. Miss Alice M. Jordan, Supervisor of Work with Children in the Boston Public Library, delivered a short address on the "Pleasures of Reading." Miss Lucile Gulliver, Editor of Children's Books for Little, Brown & Company, spoke briefly on the development of a story from the birth of the idea in the author's brain to the completed book. The climax of the program was the awarding of prizes — sixteen books, bright in their gay jackets, which Mr. Ross painstakingly had autographed by the authors, were awarded amidst the applause of their classmates to sixteen proud winners. The books were put on exhibition at the West End Library. Fourteen other boys were given honorable mention for the high quality of their reading and the effort made. A story from one of the prize books by Mr. John L. Cronan, the Library storyteller, completed the program.

Des Moines, Iowa

A ROUND THE World Book Fair was held in the Children's Department of the Des Moines, Iowa, Public Library during Book Week last year. Books written about children of foreign countries with pictures; posters, obtained from travel agencies for the United States and foreign countries; dolls dressed by the various Girl Scout troops in Des Moines; maps, globes, and curios brought from various foreign countries were exhibited. On November 17 at 2:00 P.M. open house in the Children's Department was held for the mothers. The weekly radio talk sponsored by the Public Library was devoted to reviews of children's books on foreign countries. A Round the World story hour for all children from the first through the sixth grades was held in the Children's Department on November 21. Story tellers dressed in native costumes of foreign countries related stories of the various countries. There was also an exhibit of original illustrations for children's books on display in the Art Department at the Main Library.

"Round the World Book Fair" Exhibit at Logansport, Indiana

Logansport, Indiana

THE ROOSEVELT GRADE School, next door to the Logansport, Indiana, Public Library, contributed the exhibit of "Round the World Book Fair" for Book Week last year in the Public Library. The children made posters representing Japan, Holland, Mexico, Indian, and the far North. All the sixth grade pupils brought dolls and articles of interest from the various countries. One girl even brought, painted and dressed, a doll to represent Gandhi.

Detroit, Michigan

A LIST OF suggested activities for Book Week was sent to each school library last year from the office of the Board of Education Library, Detroit, Michigan. In each library some arrangement was made to carry out one or more of these activities. Two librarians wrote Book Week plays and produced them in their schools. One of them, "A Dream So Real," was so unusual that it was repeated as a special performance for all the elementary school librarians in the City. One librarian prepared a large exhibit of books, costumes, and small mementos of various foreign countries. Each table represented a different country. Dolls dressed up in native costume, coins, a reproduction of a pagoda, and other like material comprised a most fascinating exhibit. Dolls are always a helpful adjunct to Book Week celebrations in any library and afford scope for ingenuity and imagination.

Toledo, Ohio

As A Part of the Toledo, Ohio, Public Library's participation in the Book Week celebration last year a Boy Scout Reading Merit Badge was broadcast by Carl Vitz, librarian, who is on the Boy Scout Council, a member of its reading committee, and merit badge examiner for the Reading Merit Badge. This broadcast served to call attention to the value of reading and of owning books, to the Boy Scout reading program, and to the work of the Public Library.

Seattle, Washington

Each Children's Librarian in the Seattle, Washington, Public Library planned her own celebration for Book Week last year. In the Central Children's Room mounted book jackets, grouped by country, with two little flags of each country, were placed all around the room on top of the book shelves, making a very gay display. One children's librarian had a carnival of authors (suggested by *Peterkin Papers*). One child, dressed to represent the author, told a little about himself and introduced the other child who represented the book. Inger Johanna in a Norwegian costume, the daughter of the Samurai, a beautiful young Japanese girl in native costume, Jim Hawkins in pirate garb and others did their parts well and were enjoyed by the children. Another children's librarian invited the German and Norwegian consuls to talk to the children. Another one invited groups of Girl Scouts, Camp Fire Girls, and Boy Scouts to visit the Library and give book talks. Besides this, they had book plays, songs and dances of other lands, dolls in foreign costumes, and Round the World story hours.

Yellow Springs, Ohio

Lady, Squire, Courtier, cowboy, pioneer mother and Pilgrim maid appeared in the "favorite character" parade climaxing the observance of Book Week for children of Yellow Springs, Ohio, last year. When pupils of the Antioch School, a private progressive institution associated with Antioch College, and of the two public schools of the village dressed in the guise of their favorite storybook people, a wide range of interest was evidenced. Each child who had read a book within the preceding month was permitted to join the procession in costume. Heroes and heroines from far-off places and olden times marched together to visit the book exhibit in the high school gymnasium, a display arranged for the week under the supervision of Erwin H. Sasman, instructor in elementary education at the Antioch School, and members of the Antioch College Library staff. At the exhibit the children found the familiar volumes from which they had chosen the characters they represented and could imagine themselves depicted in the illustrations. There, also, were many enchanting new books, lent by townspeople, by book companies, and by the State Reading Circle Board—tales opening strange and absorbing worlds. Representative selections for parents and teachers and a general group of books for adults also formed a part of the collection.

A large thermometer shown in a downtown window to record the increase in the number of children's books in use attracted general attention. Window displays arranged by business concerns and an opportunity to hear the Book Week broadcasts served also to stimulate interest in reading.

Current Library Literature

ARCHITECTURE. *See* LIBRARY ARCHITECTURE

BOOK SELECTION

Halbert, J. F. The selection of books for public libraries in towns with populations of 20,000 and under. *Lib. Assn. Record.* 3rd ser. 2: 245-249. 1932.

The activities of a hypothetical Mr. Livrette, librarian of the Newville Public Library, in reorganizing an old library and restocking and maintaining it according to approved library procedure.

BOOKS AND READING

Mulder, Arnold. Having a good time in the public library. *Mich. Lib. Bull.* 23: 69-75. 1932.

Adventures in reading of a member of the English Department of Kalamazoo College, who pleads for a "playing library" as well as a "working library," with less stress on systematic reading and reading courses.

BUDGET. *See* LIBRARY BUDGET.

CHILDREN'S LIBRARIES. *See* LIBRARY WORK WITH CHILDREN.

CHILDREN'S READING

Cottler, Joseph. Building the reading life of a child: the author's point of view. *Bull. of the N. H. Pub. Libs.* n.s. 28: 29-32. 1932.

Paper given by the co-author of *Heroes of Civilization* at the Northeastern Library Conference at Bethlehem, N. H., July 1, 1932. "There can be no building of the reading life of the child without ideals; and once we have our ideals firmly fixed we have a right to demand that the facts should fit them; that the style should suit."

Cox, M. F. Enlisting parents' interest in children's reading. *A. L. A. Bull.* 26: 442-446. 1932.

"Modern ways of living have given children's librarians the opportunity for more intensive work in their field than ever before. The home is the fundamental institution, the library the helping institution." "Contact with the parent-teacher's association and the more recently organized groups for parent study is the logical means of approach to the organized cooperation that we need from parents."

What children read. illus. *Lib. World.* 35: 3-12; 40-46. 1932.

Reading tastes of children in Croydon, Leeds, Limehouse, and other English libraries. Concludes with a select list of books for younger and older children.

CITIZENS' LIBRARY MOVEMENT

Williamson, F. W. Speaking as a citizen. *A. L. A. Bull.* 26: 447-450. 1932.

By the managing editor of the *World and News-Star*, Monroe, La. The plan for organizing volunteer effort to focus public attention on libraries has been worked out in North Carolina and is one of the major projects of the Louisiana Library Association.

COLLEGE LIBRARIES. *See* JUNIOR COLLEGE LIBRARIES; LAND-GRANT COLLEGES.

COUNTY LIBRARIES. *See* STROUD (ENGLAND) LIBRARY.

DECATUR (ILL.) HERALD-REVIEW LIBRARY

Henebry, J. A. Decatur *Herald-Review* library. *Ill. Libs.* 14: 65-66. 1932.

The library contains approximately 110,000 clippings, 30,000 photographs, 45,000 cuts, 15,000 mats and 500 reference books.

ELEMENTARY SCHOOL LIBRARIES

Lathrop, E. A. Elementary school library service as it is and should be. *A. L. A. Bull.* 26: 436-441. 1932.

A "panorama of descriptions" of elementary school libraries in New York, Minnesota, California, etc.

FICTION

Baker, E. A., and James Packman. *A Guide to the Best Fiction, English and American, Including Translations from Foreign Libraries.* N. Y.: Macmillan, 1932. cl. 634p. $9.

Mr. Baker is director of the School of Librarianship of the University of London. This is an entirely new edition, greatly enlarged, of his *Guide* published in 1913. Material from that edition has been revised and rewritten. Novels published up to and including 1930 are included. Entries are arranged alphabetically by author. The index gives references to place, subject, character and title.

Leavis, Q. D. *Fiction and the Reading Public.* London: Chatto and Windus, 1932. 364p. 12s. 6d.

"Mrs. Leavis agrees with A. I. Richards (see *Principles of Literary Criticism*) that the deplorable condition of taste and intelligence evidenced by such signs as public library statistics and the quality of 'best sellers' indicate a decline of civilization in this country. . . . Taking the Public Library Report of 1927, she finds that the issues in urban libraries were 78 per cent fiction and 22 per cent non-fiction, and in the county libraries scarcely any better. If it is true that only 11 per cent of the population use public libraries at all, the seriousness of the case is hardly mitigated." *Lib. Assn. Record.* 3rd ser. 2: 262. 1932.

GOETHE, JOHANN WOLFGANG VON

Oehler, Richard. Buch und Bibliotheken unter der Perspektive Goethe (with translation: Goethe's attitude toward books and libraries). *Lib. Quar.* 2: 232-249. 1932.

"From 1797 until his death, Goethe was charged with the supervision of the Archducal Library in Weimar, and from 1817 until 1824, of the academic libraries of Jena also. As we might well have expected, his activity as a 'librarian' has already been exploited in every phase, in articles and essays." His idea of a consolidated catalog of all the Weimar libraries anticipated the recent appearance of the Gesamtkatalog der Preussischen Bibliotheken. "He recognized the danger of the multitude of books and libraries and attempted to meet it in the institutions in which he was officially responsible."

HARRISON, JOSEPH LEROY, 1862—

[Faxon, F. W.] Joseph Le Roy Harrison. por. *Bull. of Bibl.* 14: 165. 1932.

An appreciation of the librarian of the Forbes Library of Northampton, Mass.

INFORMATION FILE. *See* SUBJECT HEADINGS.

JUNIOR COLLEGE LIBRARIES

Stone, Ermine. *The Junior College Library.* Chicago: Amer. Lib. Assn., 1932. cl. 98p.

By the librarian of Sarah Lawrence College, Bronxville, N. Y. "The junior college is an institution facilitating transition from high school restrictions to university freedom. (It) is still in the experimental, pioneering stage. . . . The author's treatment of the functions of the junior college library, its physical equipment, its organization and control, the problems of staff, finance, equipment and book and periodical stock is brief, direct, and non-technical." From the introduction by Walter Crosby Eels.

JANITOR SERVICE

Davis, W. L. Page the janitor! *Wis. Lib. Bull.* 28: 207-211. 1932.

A digest of practice in several Wisconsin libraries as to the duties and schedules of janitors.

LAND-GRANT COLLEGES

Brown, C. H. Is the librarian a victim or a beneficiary of the land-grant survey? *A. L. A. Bull.* 26: 431-435. 1932.

Outlines the desirable procedure of a mythical librarian of a mythical state college in bringing his library up to the standards set by the Klein survey of land grant colleges.

LIBRARIES

Jast, L. S. *Libraries and Living; Essays and Addresses of a Public Librarian.* London: Grafton, 1932. cl. 200p. por. 10s. 6d.

The author is former chief librarian of the Manchester (England) Public Libraries and past president of the Library Association. The first section includes essays on The Relation of Libraries to Education, Libraries and Civilization, The Technical Library, Libraries and Children, The Public Library in America, The Library Building of Today, the Wigan and Chiswick Libraries, The Perfect Librarian, etc. The second section is devoted to books and reading, the last to

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Intended to index with brief annotation, or excerpts when desirable, articles in library periodicals, books on libraries and library economy and other material of interest to the profession. The subject headings follow those in Cannons' *Bibliography of Library Economy*, to which this department makes a continuing supplement. Readers are requested to note and supply omissions and make suggestions as to the development of this department.

miscellaneous topics (Love and Lovers in Shakespear, The Little Theatre, Why London, Why I Am Not a Vegetarian, etc.).

ARABIA

Mackensen, R. S. Four great libraries of medieval Baghdad. *Lib. Quar.* 2: 279-299. 1932.

The earliest library is that of the famous Al Mamun, who was caliph from 813 to 833. The second is a good example of the sort of library built up out of the needs and interests of a literary society. The last two are examples of *madrasa* or theological college libraries.

ENGLAND

Mitchell, J. M. An address to the American Library Association conference at New Orleans, 1932. *Lib. Review.* Autumn, 1932. p. 321-331. Also in *A. L. A. Bull.* 26: 474-478. 1932.

The author is president of the (British) Library Association and secretary to the Carnegie United Kingdom Trustees. Discusses the growth of the British library movement, the Central Library for Students, (now National Central Library), county libraries work (especially that of Stroud, *q.v.*), the activities of the Library Association, etc.

See also PUBLIC LIBRARIES, SUBHEAD GREAT BRITAIN.

LIBRARY ASSOCIATION. WELSH BRANCH.

Tibbott, Gildas. The Welsh Branch of the Library Association. *Lib. Assn. Record.* 3rd ser. 2: 233-237. 1932.

By the Keeper of Manuscripts, National Library of Wales. The primary purpose of the Branch is the uniting of the scattered and segregated librarians of Wales in one solid national body.

LIBRARY BUDGET

Reeves, F. W., and J. D. Russell. The administration of the library budget. *Lib. Quar.* 2: 268-278. 1932.

The typical sum expended for library service in 35 colleges related to the Methodist Episcopal church is from 4½ to 5 per cent of the entire educational expenditure for the college. The most satisfactory budget procedure seems to be for the president to make departmental allotments for book purchases upon the original request of the departments and with the advice of the librarian.

LIBRARY ECONOMY

Modern Librarian; a Quarterly Journal of All-India Library Service (Lahore: The Punjab Library Assn.), vol. 2, no. 4, July 1932, contains papers contributed to the second session of the Assn. held at Lahore, April 28-30, 1932, and others reprinted from various journals. Among them are "Professional Libraries for Teachers," by B. C. Harrington; "Children's Service in Public Libraries," by Mary Gould Davis; "The Madras University Library," by S. R. Ranganathan; and "Libraries and the Part They Play in National Life," by Gokal Prasad.

LIBRARY OF CONGRESS, WASHINGTON, D. C.

From a little acorn; the evolution of our National Library. Drexel ave. and 58th st., Chicago. *State Govt.* vol. 5, no. 7, p. 4-6. 1932.

Outline of work, collections and activities, with photograph of Library and portrait of Herbert Putnam.

LIBRARY SCHOOLS

Mitchell, S. B. Ways and means of limiting library school output. *A. L. A. Bull.* 26: 423-430. 1932.

Discusses limitation of enrollment, restriction of second-year students, the difficulty of judging personality, the possibility of reducing the age limit to thirty, and the importance of a good scholastic record in a candidate for admission.

Reece, E. J. The student load in library schools. *Lib. Quar.* 2: 250-267. 1932.

The major portion of this paper was presented as a committee report to the Association of American Library Schools, Dec. 29, 1930. It is based on replies received from 14 schools and 91 individual instructors, as well as student records representing approximately 750 first-year students. "The main point at issue, namely that assignments in library schools have been traditionally unsystematic and often ill-suited to the hours available and to the assimilative power of students, can hardly be questioned. While time and a rectified professional perspective are undoubtedly working on the side of remedy, it seems clear that the faculties are not yet wholly out of the woods."

LIBRARY SERVICE

Russell, J. S. Maintaining essential services. *Mich. Lib. Bull.* 3: 05-08. 1932.

The four important factors are a tax unit large enough to provide adequate service at reasonable cost, strong and active citizen support, intelligently planned publicity for library services and needs, and a library so related to the needs of a community that its citizens cannot do without it.

LIBRARY SERVICE TO SCHOOLS

Doran, Bernice. County library service to schools. *Lib. Occurrent.* 10: 333-336. 1932.

The Vanderburgh (Ind.) County Library supplies 23 public schools, two Catholic parochial schools and one Lutheran school. All are grade schools.

LIBRARY WORK WITH CHILDREN

Merritt, J. A. Let's go to the library. *Ont. Lib. Rev.* 16: 83-85. 1932.

Miss Merritt, boys' and girls' librarian of the Oshawa (Ont.) Public Library describes the story hours, reading groups, and publicity which should make "Let's go to the library to-night!" their favorite slogan.

See also LIBRARY ECONOMY.

MEDICAL LIBRARIES

Frankenberger, Charles. *A Suggested Hospital Medical Library.* 1313 Bedford ave., Brooklyn, N. Y.: Library of the Medical Society of the County of Kings, 1932. 34p. 15½.

Reprint from *Bull. of the Amer. College of Surgeons*, 16: 30-44. 1932. Suggestions for location, supervision, and classification of a library designed for the use of the internes and house staff, with brief classified list of books for the foundational collection and a longer list of books for extended collections, arranged alphabetically by authors.

MILTON (MASS.) PUBLIC LIBRARY

Kidder, N. T. *The First Sixty Years of the Milton Public Library*, 1870-1931. Milton, Mass.: Privately printed, 1932. 8ds. 106p. illus. facsim. Apply to library.

A year-by-year history, derived from the trustees' record book. The circulation of books in 1930 was 148,562, and appropriations were $22,500.

NEWSPAPER LIBRARIES. *See* DECATUR (ILL.) HERALD-REVIEW LIBRARY.

PUBLIC LIBRARIES

Flexner, J. M. Shall the public library be for all the people? Yes! *A. L. A. Bull.* 26: 411-416. 1932.

Address delivered before the Lending Section of the A. L. A. in New Orleans. The negative side was discussed by Milton J. Ferguson ("Shall it be for all the people? No!" p. 416-421). Miss Flexner concludes: "The activities of the mind are always mysterious. And institutions are never so. When the two work together, there must be a compromise. It is my feeling that the library shall gain life, as it allows its users to bring it life." Mr. Ferguson concludes: "For a long time to come, to attempt to minister to all, to the largely indifferent all, is a way leading only to futility and defeat. Let libraries really serve the few."

GREAT BRITAIN

Minto, John. *A History of the Public Library Movement in Great Britain and Ireland.* London: Allen and Unwin and the Library Assn.; New York: Scribner's, 1932. cl. 366p. (Lib. Assn. Series of Lib. Manuals IV).

A history of public libraries in Great Britain and Ireland prior and subsequent to the Public Libraries Act of 1850. Also traces the growth and activities of the Library Association, describes county, commercial, children's, school and other libraries, and concludes with a chapter on prominent workers and benefactors.

QUEENS BOROUGH (N.Y.) PUBLIC LIBRARY. ELMHURST BRANCH. *See* REFERENCE BOOKS.

STROUD (ENGLAND) LIBRARY

Austin, C. A. Library development in an urban district. *Lib. Assn. Record.* 3rd ser. 3: 201-208. 1932.

Stroud, in Gloucestershire, is situated almost centrally at the converging point of five valleys, and within a radius of six miles there are 17 parishes and numerous hamlets. To serve these to best purpose the Urban District Council agreed to relinquish their powers to the Gloucestershire County Library. Under the new arrangement, the monthly average of issues is well over 6,000.

Children's Librarians' Notebook

PUPPET PARADE. By Coral Della Chiesa. *Longmans.* $2.

How Pinocchio was crowned king of the puppets when all the famous ones from Italy, such as Patalone of Venice, Stenterello of Florence, and Gianduia of Turin, assembled at Florence and the uninvited guest appears, is a story which will make a universal appeal because of the affection in which Pinocchio is held. The native marionette is given a prominent place at each performance in the marionette theatre and many songs and stories are written and told in a volume which appeals to ages as young as seven, and runs the same range of years as *Pinocchio* does. It is well illustrated by Helene Carter.

—NORA CRIMMINS.

GEORGE WASHINGTON; a book for young people. By H. A. Ogden. *Century.* $2.50.

Nine articles on various phases of Washington's career, as private citizen, in public office and as military leader are collected in this volume, intended to present a sympathetic picture of Washington the man and to create in the mind of the reader an impression of a dignified but kindly man, fearless, able and well deserving his great popularity. The material is arranged under such headings as Washington's Interest in Young People, Washington on Horseback, In the Field With Washington, Some Close Friends, Our First President, How Washington Looked, At Home at Mount Vernon, etc. The illustrations are drawings by the author, who has specialized in illustrating Colonial subjects and episodes in the life of Washington. The book is not indexed and would be useful only as supplementary reading material.

—JESSICA KING

YOU FIGHT FOR TREASURE! By Edouard A. Stackpole. *Morrow.* $2.

A sequel to *Smuggler's Luck,* this is a rousing adventure story in the tradition of Stevenson and Hawes. Hidden treasure, sea battles, and pirates provide action to satisfy even a slow reader. The characters are well drawn and there is as well a Nantucket flavor that is pleasing.

—CLARA E. BREED

RUSTAM, LION OF PERSIA. By Alan Lake Chidsey. (Decorations by Lois Lenski.) *Minton.* $2.50.

Alan Lake Chidsey's *Rustam, Lion of Persia* will live for children and grown-ups as Sir Lancelot has done. Firdausi's *Shah Namah* was the source of his material and he has followed the epic of Persia "in spirit and accuracy of incident." Rustam had four hundred years of life but his achievements, as recorded by Alan Lake Chidsey with decorations by Lois Lenski, cover less than three hundred pages so packed with adventure, reality, "a certain control of passion and an inherent sense of sympathetic understanding" that the book is destined to become a much loved classic, a junior high introduction to *Sohrab and Rustam.*

—NORA CRIMMINS.

THE STRANGE ADVENTURES OF CAPTAIN MARWHOPPLE. By Rose Fyleman. *Doubleday.* $1.50.

Nonsense stories of Captain Marwhopple (who reminds one a bit of Baron Munchausen) as they were related to the author by a certain Uncle Billiwinks. They will be interesting and funny to children of fourth and fifth grades since each story tells of some very surprising way of conquering a situation. Whether to buy or not will depend on how many of Rose Fyleman's fairy tales one wishes to add to a collection.

—HELEN NEIGHBORS.

THE MASON CHILDREN. By Edith Mason Armstrong. *Rand.* $1.75.

The author of this story is one of the Mason children who had such good times at their summer home in Wisconsin. Each of the fifteen chapters of the book is a complete little incident. There is the story of the finding of Delevan Scott, the collie dog that had been stolen by a pedlar, of an adventure with a real Indian, of being stranded on an island when a pet lamb floated away in the only boat, and of other interesting times. Simple and direct in style and with attractive little pictures in black and white, the book will interest younger children.

—FAITH L. ALLEN.

Freddy the Detective. By Walter R. Brooks. *Knopf.* $2.

The author of *To and Again* gives us the further adventures of the very clever animals on Mr. Bean's farm. This time, Freddy the pig follows in the footsteps of Sherlock Holmes and becomes a very efficient detective. With the help of his barnyard friends, Freddy solves more than one mysterious case. Boys and girls from eight to ten years will find these humorous stories thoroughly entertaining reading. The book will be useful for reading aloud or story-telling to much younger children. The illustrations by Kurt Wiese help to make it a most amusing book.

—Esther Baird.

Freddy The Detective. By Walter R. Brooks. *Knopf.* $2.

The same animals on Mr. Bean's farm who were the chief characters in *To and Again* and *More To and Again* appear in this story. Freddy the pig sets up as a detective and busies himself trying to solve various mysterious happenings on the farm. A jail is established, Charles the rooster is appointed judge and at the end there is a trial in which Jinx the cat is acquitted of the murder of a crow. Children will be attracted by the title and younger children who like animal characters will be entertained by Freddy's amusing adventures. Otherwise, there is nothing to commend the book, which is less lively than *To and Again.* Slang of the comic strip type and bad grammar are frequently found in the conversational parts. Libraries can do without this title.

—Jessica King.

Barbara Benton, Editor. By Helen Diehl Olds. *Appleton.* $2.

A mediocre story of a fifteen year old girl's successful struggle editing a village newspaper during the enforced vacation of her mother, its former editor. The story has a fairly well-managed plot which contains a mystery concerning the publishing of a rival paper, and the heroine's courage in facing her difficulties in the newspaper world makes an interesting theme, yet the writing seems quite amateurish and the setting a bit unreal. Would not buy since there are other books for older girls showing better workmanship and inspiration.

—Helen Neighbors.

Knock At The Door. By Elizabeth Coatsworth. *Macmillan.* $2.

Stephen liked Fairyland and the strange creatures he met there, and best of all he loved his fairy mother Drusilla. But he was an earth child too and different from his fairy companions. On this situation is built a beautifully written story with graceful verses woven into the text and illustrations by F. B. Bedford.

—Louise Hetherington.

The Muskamming Red Head. By Allen Field. *Farrar.* $2.

How a city boy is able to bring bigger and better athletics to the little town of Muskamming. Weak, uninteresting, with no character delineation beyond the fact that the hero is red-headed.

—Clara E. Breed.

Air Travelers. By Laura Large. *Lothrop.* $1.50.

This is a simple account, arranged chronologically, of aviation's progress. From the germ of the idea of air flight machines in ancient and mediæval times to the super air craft of today—the types and inventors are described. The material, though brief, is bound to arouse curiosity and interest and, with boys of 10-15, who are absorbed in aviation, it should be popular.

—Agnes Cook.

The Book Of Dragons. O. Muiriel Fuller, ed. Illus. by Alexander Key. *McBride.* $2.50.

Twenty stories about dragons that will be very useful to the story-teller. There are dragons from folk-lore and mythology, and from such modern sources as E. Nesbit's *The Five of Us—and Madeline.* The stories, some

of which are retold from old ballads and legends, represent 17 different countries and together make a very interesting and unusual collection. Although all of the stories are about dragons they are surprisingly varied. Has an attractive format, good print, and illustrations which are quite in keeping with the stories.

—Helen Neighbors.

Small Libraries

Through Main Street Windows

LIBRARY BUDGET curtailments are forcing many librarians to use inexpensive publicity methods. Today many advantageous window locations in commercial districts are available through financial failure of shops and stores. In Springfield, Ohio, permission was obtained from real estate agents for the Warder Public Library to use such empty store windows for

Displays of Travel Books in Empty Store Windows Arranged by the Public Library

library displays, and in March the Library began its publicity program of store window exhibits. Two displays emphasized "Lenten Reading For Adults" with posters and discarded books covered with attractive book jackets, while the third window exhibited "Bible Stories For Children." When book jackets were not available they were secured from the publishers with little delay. These windows attracted much comment and even before they were fully set up, passers-by requested several of the titles. Newspaper stories and favorable editorial comment appeared frequently in the local papers.

With the close of the Lenten Season, biography was substituted for the religious reading. In April, books on gardens, birds and flowers were displayed in connection with the Clark County Unemployment Committee's plan to provide gardens for the unemployed. Many people interested in gardening noted the titles of the volumes and requested and reserved them at the Main Library. One patron, weeks after the exhibit, called for a book on cactus, which he recalled seeing in the window, and from it received information which rescued his dying plant. As an additional feature, bulletins and posters calling attention to the Library's garden books were placed in hardware stores selling garden implements and in floral shops.

Widely publicized civic projects also provide opportunity for window exhibits. At the close of the Civic Theater season a large window display of books of plays and costuming attracted theater goers.

In June travel occupied prospective vacationers and three windows offered suggestions to those planning trips, reminiscences for those returning, and mental pictures of all the nooks and corners of the world for the stay-at-homes. Here were emphasized the Children's Room trip "Around the World Through Books," travel abroad "Your Library Card Is Your Passport," and travel in America "Your Library Card Is Your Ticket." Travel bureaus and railroad offices donated illustrations and travel folders, which were displayed with such slogans as "No Hurry," "No Worry," "No Red Tape," and "No Expense."

The Republican and Democratic conventions inspired a window on "Political Leaders"; the Olympic Games filled another window; and Post Office Day, the one hundred and fifty-seventh anniversary of postal service, still another. Portraits of political figures added much to the first exhibit, and sport goods, loving cups, and the flags of all nations gave color to the books on Olympic sports. A hundred year old framed postal order, from the local post master, histories of postal service and government postal reports made the third window an outstanding historic one.

A most unique display was set up in the window of a local office supply company, under the caption "Warder Public Library Files on

(*Turn to pages 869, please*)

From The Library Schools

Denver

THE UNIVERSITY of Denver School of Librarianship began its second year September 19, in the new quarters, at 1511 Cleveland Place. There are thirty-two students enrolled, all women. Fifteen are graduates; ten, seniors; and seven, special students. Eight of this number are members of the Denver Public Library staff, who are taking part-time work in the School. There are thirteen collegiate institutions and five states represented, students coming from Colorado, Wyoming, Nebraska, Missouri, California, and Hawaii.

Toronto

THE UNIVERSITY of Toronto Library School opened on September 27 with an enrollment of fifty-two students, coming from the provinces of British Columbia, Saskatchewan, Manitoba, Ontario, Quebec, New Brunswick. Of these fifteen will return to their positions in libraries in Ontario, having been granted leave of absence to attend the Librarians' Course. Thirty are University graduates

Western Reserve

THE SCHOOL OF Library Science of Western Reserve University began its twenty-ninth year on September 20. Sixty-nine students are candidates for the degree or certificate in library science in June, 1933. Forty-four are enrolled in the curriculum for general library service, sixteen in the curriculum in children's library service, and nine in the curriculum in high school library service. Fifty-eight students are graduates of approved colleges and universities and eleven are seniors in absentia from Mather College of Western Reserve University. About one-third of the students are residents of Cleveland and vicinity, one-third are from Ohio outside the metropolitan Cleveland area, and one-third are from thirteen other states. There are twelve students from states in close proximity to Ohio, namely New York, Pennsylvania, Indiana, Michigan, and Illinois; five from middle states west of the Mississippi, Missouri, Iowa, and Kansas; and six from southern states, Kentucky, West Virginia, Florida, North Carolina, and Alabama. Placement conditions caused a reduction of more than one-third in the number of students accepted.

The School has suffered a great loss in the death of Edith Louise Cook on September 27. Miss Cook served as assistant professor since the fall of 1928 offering the specialized courses in high school library service, and the course in circulation. Margaret Cleaveland, librarian of the John Adams High School, Cleveland, has accepted a temporary appointment as lecturer in these courses for the year 1932-1933. Other faculty changes include the resignations of Edith C. Lawrence, assistant professor, Dorothy W. Curtiss, assistant professor, and Panola Coulter, reviser. Assistant Professor Helen M. Martin who received a grant in aid from the Carnegie Corporation for the study of reading interests of children in European countries, last year, has been honored with a renewal of the grant and will continue her study this year at the University of Chicago. No new students have been received this year in the advanced curriculum in library service for children because of Miss Martin's absence, but two students who began their work last year are continuing under Miss Power's direction.

In spite of difficult placement conditions, forty-three of the ninety-six graduates of the class of 1932, thus far heard from, are employed in libraries, four are in other occupations, two are continuing study for advanced degrees, while forty-seven await placement. Financial difficulties of Ohio libraries and particularly of the Cleveland Public Library have unfavorably affected placement of last year's class.

Library Left $25,000

BY THE WILL of the late George W. Armstrong, Jr., of Cincinnati, Ohio, the Public Library was made the residuary legatee for $25,000 and left his collection of books.

Correction Note

COPIES OF the Panorama Booklist of the United States, "All Aboard on the Old 44," prepared by the Bookshop for Boys and Girls, 270 Boylston Street, Boston, Massachusetts, can be obtained for 10c each or for 5c each on orders of more than one hundred. The word "hundred" was dropped from the note on page 763 of the September 15 issue by mistake.

The Open Round Table

Modern Chinese Personal Names

I THINK that the attention of librarians in general, and catalogers in particular, should be directed to the ambiguity in modern Chinese personal names. Until very recently, the family name was always placed first and there was, therefore, no trouble in recognizing it. Recently, however, many Chinese have adopted the western plan of placing the family name last. In a case of this kind, there is no way of recognizing the family name, unless from special knowledge of the particular case, except when the two given names are connected by a hyphen, as is sometimes done, when the remaining name is the family name no matter where it may be placed.

My attention has been especially called to this by the entry in the Weekly Tentative List for the *Booklist*, dated September 14, of a book entitled *Chinese Poems in English Rhyme* by my friend, Admiral Tsai. His name is given as Ting-Kan, Tsai, as though Ting-Kan were his family name instead of his two given names. In this case, of course, Tsai is the family name and the entry should have been "Tsai Ting Kan" without a comma, as there is no inversion.

I came across a similar mistake made in my own Catalog Department recently and, indeed, I do not see how this sort of error can be avoided unless the Chinese will formally agree on a uniform method of writing their names.

——ARTHUR E. BOSTWICK,
Librarian, St. Louis Public Library.

The Problem Of Collations

MR. HOWSON'S INQUIRY,[1] why the recording of pagination was restricted to works printed in one volume, may be answered briefly: Because this and many such cataloging practices were adopted at a time when great masses of literature were waiting to be recorded by modern methods. Thirty years ago the same problem was debated in the Library of Congress and elsewhere. To the best of my recollection, the authorities then in function were very liberal. If a work of more than one volume required for its identification a complete collation, no restriction was placed on the initiative of the cataloger. Numerous L. C. and J. C. L. cards will show that such an initiative was exercised. In the case of both L. C., J. C. L., and other cataloging records, a surprising amount of solid bibliographic work was incorporated in the printed cards, and many remotely concealed data were, and still are, thus made available.

I am in hearty agreement with Mr. Howson's proposition of giving full collations to all works printed in two or three volumes. No longer urged to save time on account of almost perpetual, immense arrears, we might well inject the data necessary for bibliographical identification into the cataloging records. This would assist all users of our catalogs to identify copies and to determine the structure of normal copies. If this is true of the classics in general literature and books of a significant construction, it is even more so in regard to works on definite subjects, such as travel and description, especially Americana (beyond the time period of the Church Catalog), works with plates, composites produced by private presses and, and general, every work difficult to identify.

Mr. Howson's proposition thus has everything in its favor, but I submit that a collation might advantageously be given to works in more than three volumes when this treatment is indicated by the character or importance of the publication.

In several ways, we print on our cards too much and still not enough. A great many text-books or compilations are recorded as having "bibliographic foot-notes," which is the standing phrase indicating references given below the text. There is nothing bibliographic about these references, of course. Another antiquated statement reads: "Each plate is accompanied with a sheet of descriptive letter-press"—instead of "Each plate with leaf of explanation"; while a compact description of plates at the end of the text is not recorded, no phrase having been found for such a condition. Again, it would be very desirable to record the exact size of every folded map, with indication of scale, especially in connection with descriptive Americana.

We might wander still further afield, but all that we would prove is that whatever may be said about librarianship, cataloging surely is an art, that is, a function directed towards plasticity. Each object demands its own special treatment. Hence, a limitation to numbers of volumes, of works to be recognized by full collation, may perhaps invite another form of that mechanics of which Mr. Howson com-

[1] LIB. JOUR. 57:718-19.

plains. His example of *Quentin Durward* of 1823 is significant, but no cataloger free from mechanics could possibly avoid giving a full collation in this case. The character and significance of this work ought to have been observed at a glance. This is true of many cases. Judgment, initiative, and knowledge—nothing less—will sustain the cataloger in doing justice to each problem.

——J. CHRISTIAN BAY,
Librarian, The John Crerar Library.

Salaries and Depression Budgets

BOARDS OF TRUSTEES, in making budgets under reduced incomes, should keep in mind that the generally accepted proportion of approximately 55 per cent for salaries (exclusive of building and janitorial force) is not sufficient in these abnormal times.

The increase in use of libraries of 1931 over 1929, according to the September *Bulletin*, amounted to 20 per cent. Reports indicate that 1932 will show an increase of from 20 to 30 per cent over 1931. To decrease the number on the staff under these conditions is unthinkable.

To cut staff salaries more than absolutely necessary is short-sighted. If Boards of Trustees are to conserve the most valuable assets of libraries for better times in the future, they should not do anything that will destroy the morale of the library personnel, the members of which have always been deplorably underpaid.

CHARLES H. COMPTON,
Chairman, A. L. A. Committee on Salaries.
MICHAEL F. GALLAGHER,
Chairman, A. L. A. Trustees Section.

Encyclopedia Ready For Delivery

MAY I ASK your indulgence to print a brief statement in regard to *Weedon's Modern Encyclopedia?*

The Weedon Company takes satisfaction in saying the eighth volume containing the index is now ready for delivery and has been shipped to those libraries which have already bought Weedon's. I am taking pains to make this clear because rumors have been spread to the effect that this volume would not be finished.

Weedon's is entirely new and does not depend upon any other reference work for either its subject entries or its articles. The former were made up from the American Library Association catalogs, text books and other sources, then classified and proportioned according to the Dewey Decimal system. The articles were then written fresh and new by a staff of 300 editors..

——S. L. WEEDON,
President, The S. L. Weedon Company.

Edward L. Doheny, Jr. Library Dedicated

THE EDWARD L. DOHENY, JR., Memorial Library was formally dedicated on the campus of the University of Southern California, Los Angeles, California, September 12.

Small Libraries

(*Concluded from page 866*)

Parade." Actual cards and folders in filing cases from the company's stock illustrated the Library card catalog, the shelf list, the periodical, vertical, Springfield, map and registration files. Slogans of "Keep History Straight," "Lands Far and Near," "If You Can't Find It in Books, Try Our Pamphlets and Clippings" and "Public Speaking File" explained the use of the files.

Government documents were shown in two windows. Reports and circulars on various subjects as well as bound volumes of documents and document indexes were used with slogans such as "Use Your Government" and "Do You Know That Uncle Sam Is the World's Largest Publisher?".

Publicity about old books became necessary as the number of new additions to the Library decreased. A "Ding" cartoon entitled "Read One of the Old Books" with some of the older fiction and non-fiction and mounted illustrations from Dickens, Scott and Stevenson filled this need.

The Sir Walter Scott centenary, September 21, was brought to the attention of Springfield citizens through another window which contained Scott's works, biographies of Scott and colored illustrations from his novels.

"Know Ohio" with Clark County and Springfield as subdivisions formed an historical exhibit including histories, atlases, geographies, posters, etc., about our state, county and city.

Now that seven months of trial have proved the usefulness of a publicity program of store window exhibits, shops owners and companies are voluntarily indicating their willingness to provide window space for this purpose. Thus, through Springfield's Main Street windows, the Warder Public Library is to some extent meeting the challenge of hard times and is illustrating to the man on Main Street the varied services of the Library.

——GENTILISKA WINTERROWD.

In The Library World

County Budget Increased

RELEASE FROM the Beaumont, Texas, *Enterprise* for August 31 states that the Jefferson county budget for 1933, setting up general fund expenditures of $230,164 against anticipated revenue of $234,103, was adopted in final form August 30 by county commissioners' court following a public hearing which resulted only in an increase in the county library budget.

Yielding to a chorus of protests from citizens present from almost every point in the county served by the rolling library, the court passed an order raising the library appropriation from $5000 to $13,000 which was the figure it was budgeted at last year.

This feature of the budget discussion ended when Jack Levy of Port Neches arose and addressed the court on the library matter. Mr. Levy protested the proposed reduction in the library allowance. Joining Mr. Levy in the expression of the same sentiment were citizens of Nederland, Rosedale, Nome, China and the Groves. A delegation of about twenty was present. Among those who spoke not only in a plea for the court to maintain last year's budget but for an increase, if possible, were Roy H. Guess of Rosedale and Rev. R. E. Connell of Port Neches. Mrs. Lucy Fuller Gross, called on by the court to explain the activities of the rolling library, advised the commissioners that unless the county adopted a budget of at least $13,000, the Rosenwald library contribution would be stopped. Last year the institution received $2500 from this source. After listening to the general protest the court voted unanimously to raise the budget. This brought a round of applause, the first the court had heard in months. This action increased the general fund budget from $222,164 to $230,164.

Annuities and Pensions Committee

THE COMMITTEE on Annuities and Pensions has reached a decision as to the details of the proposed A.L.A. retirement plan and as to the company which is best qualified to underwrite the plan, and has made recommendations to the Executive Board for action. The plan is in all essential details the one which was approved by the Council at the New Orleans conference[1]. The company recommended one of the largest life insurance companies and one of the strongest financial institutions in America. It has had notably successful experience in writing group annuities.

If, and when, the Executive Board approves the Committee's recommendations, full announcement will be made to libraries and librarians. The representatives of the company will then be available to explain the plan to library boards and librarians. A special meeting of librarians interested in annuities will probably be arranged in connection with the Mid-winter conference in Chicago, to which libraries and regional, state and local library associations will be invited to send delegates.

Other things being equal, those libraries or organizations which express interest in the plan will be first to receive the services of the company's representatives. Inquiries may, for the present, be sent to A.L.A. headquarters. The plan provides for retiring annuities which will result either from payments by members of the library staff, or from payments by both the library and members of its staff, and is intended to provide at retirement such income as the contributions make possible. The suggested contribution of the employee is five per cent of his salary and of the employer four per cent of the employee's salary. The benefits under this group plan will be substantially larger for the same contribution than could be obtained under an individual annuity policy on the same basis. The plan is elastic enough to include small as well as large libraries and is open to staff members of library staffs, even though the library may not be in a position to contribute.

The Committee believes that the plan meets successfully most, if not all, of the objections, theoretical or practical, which it has heard during its consideration of the project. The members of the Committee, all of whom were present at the meeting in Chicago, September 26-28, are: Harold F. Brigham, Chairman; C. M. Cartwright; Ethel Cleland; Donald B. Gilchrist; John Edward Goodwin; John Boynton Kaiser; Ella R. McDowell; Keyes D. Metcalf; and Louise Prouty. Others present at the session were President Lydenberg and Secretary Milam of the A.L.A.; Rainard B. Robbins, secretary and actuary for annuities of the Teachers Insurance and Annuity Association; Galen V. Knight of Chapman and Cutler, the A.L.A.'s attorney; and representatives of several insurance companies.

[1] Lib. Jour. 57:474-475.

Publicity Methods In Critical Times[1]

1. Use newspapers to the utmost—news notes, editorial comment, interviews.

2. Broadcast from the local radio station.

3. Bring together leading citizens and representatives of various local organizations at a dinner meeting, with convincing talks. Your library activities, presented at such a meeting, become news of the day, which newspapers will use.

4. Invite cooperation of service clubs, as Rotary, Kiwanis, and Lions. Ask them to devote one of their weekly programs to the library and to use influence to maintain essential library services.

5. Enlist the interest of agencies such as parent-teacher associations, women's clubs, the American Association of University Women, the League of Women Voters and authors' clubs.

6. Show slides in moving picture houses.

7. Use Book Week, November 13 to 19, for special library emphasis; have as many service and other club programs as possible devoted to the library that week; ask ministers to stress from the pulpit the value to the community of books and libraries.

8. Invite study of the budget on the part of organizations like the Taxpayers' League, or officials, as the city manager. Let them compare local income with national standards and with that of other libraries, salaries with those of other professions and city departments. Build publicity material out of the findings.

9. Focus community interest on the budget-making or appropriating body, through letters from local clubs and organizations and particularly by delegations at public hearings.

In general. Obviously no one trustee can do all of these things. A program adapted to the community should be planned and the work divided, with specific duties assigned to each trustee. For example, a member of a service club would naturally make the approach to that club; a special friend of the newspaper editor would secure his cooperation.

Have plenty of ammunition—both facts and figures about your own library and good examples elsewhere.

Points to stress in all publicity are:

1. The increased demands upon the library, both for circulation of books and reading-room facilities. Industrial output decreases in hard times, but reading increases.

2. The special, timely services of the library in this crisis, both to the unemployed and to those who still have jobs, as: (a) aid in the study of economic problems—reading in the hope of finding a way out; (b) vocational education—reading for increased efficiency in the present job or reeducation for a new job; (c) morale—reading to keep one's balance and as a substitute for expensive recreation.

3. The fundamental value of the library at all times, as: (a) practical aid to the business man; (b) a strong factor in the general education of the child; (c) continuing informal education for all ages.

4. The honest, efficient handling of the library appropriation: (a) no graft, waste, or extravagance; (b) constructive economy carefully studied.

5. The actual need of stipulated amount: (a) per capita cost low compared with other departments, other libraries, national library standards; (b) salaries of librarians already low (compare other professions and other city employees); (c) hours of opening and branches ought not to be cut down while use goes up; (d) new books are the lifeblood of the library.

[1] Reprinted from the *Bulletin* of the American Library Association for October, 1932.

Is This Your Book?

A Copy of *America Faces the Future* by Charles A. Beard having the accession number 12734 on the copyright page and a book pocket of plain white paper in the back bearing rubber dating stamps containing the month, day and year, has been left by mistake at the Montclair Free Public Library, Montclair, New Jersey. If any library recognizes this as one of their books will they please send to the Montclair Library for it?

Special Libraries News Notes

A Financial library exhibit was one of the features of the American Bankers Association convention in Los Angeles from October 3-7. Recent books on banking and economics, as well as the most important standard volumes, were displayed. Periodicals, business services and government reports supplemented the book display, and reading lists on subjects of timely interest were available for distribution. The Special Libraries Association sponsored the exhibit, with the librarians of the Bank of America, National Trust & Savings Association, and the Security-First National Bank of Los Angeles in charge of arrangements. Miss Marjorie G. Robertson of the Bank of America was chairman of the exhibit committee.

School Library News

Cooperation With Public Library

DURING the past year, I have tried to cooperate to a greater extent with the Public Library. Fortunately, I am connected with a library that cheerfully assists me in every way possible. In return I feel that I should do everything in my power to make its work easier.

The progressive schools are emphasizing the importance of background material for the pupils in literature. While the school librarian can understand and be prepared for work in this field because she knows what book is being read in class, it is a bewildering task for the busy public library assistant.

I think it only right that the school librarian insist that the teacher give notice of outside reference work at least two days before the assignment is to be made. The librarian will then have time to type a list of books together with the material contained in them. One list should be sent to the classroom and one to the public library. The success of the project is in this way assured. Each pupil knows exactly what book he wants, and that the volume can be found on the reserve shelf in both libraries. Not the least of the merits of this system is the elimination of the "alibi child" who can never find the book he wants. The teachers have been pleased with the results.

The following is a small part of the background list used in connection with the study of the *Sir Roger de Coverley Papers:*

Ashton—*Social Life in the Reign of Queen Anne*
- Childhood and education (boy) p. 1-16
- Childhood and education (girl) p. 17-21
- House and furniture p. 46-57
- Servants p. 58-62
- Daily life (men) p. 63-67
- Daily life(women) p. 68-77
- Superstition p. 89-94
- Cosmetics p. 95-98
- Men's dress p. 104-122
- Women's dress p. 123-140
- Food (solid) p. 141-149
- Food (liquid) p. 150-155
- Coffee houses and taverns p. 161-178
- Clubs p. 179-184
- Sports p. 223-247
- Drama p. 248-267
- Operas, concerts, music p. 268-278
- Painters and architects p. 279-285.
- Science p. 286-292
- Literature and the press p. 293-285
- Streets p. 362-371
- Carriages p. 372-381
- Crime and prisons p. 407-434

Botsford—*English Society in the Eighteenth Century*
- England in the eighteenth century p. 1-30
- Trade p. 31-45
- Food p. 49-78
- Changes in personal and household adornment p. 86-110
- Rise of the middle class p. 116-154
- Morality in business and public life p. 162-186

Popular diversions and amusements p. 208-238
- Refinement of taste and manners p. 264-284

MILDRED BLENNERHASSETT,
Librarian, Belmont Mass., High School

Opportunity Knocks

THE LIBRARIAN of the small town can, if she will, exchange with each individual who passes her desk some word of books and reading, and by so doing accomplish more, comparatively, toward the enrichment of humanity than all the organization and machinery of the greatest of city libraries. Frequently it is by word of mouth alone, by the enthusiasm of the voice and the spirit of the individual that interests are fired in the minds of men. The door of the librarian in the small town is the door upon which Opportunity knocks the longest and with the most insistent clatter, for well she knows that there dwells the person having the greatest occasion for influence upon the individual, and that she can lead to knowledge the man or woman who is eager to learn by wisely directing readers to books. Those who are interested in education for men and women do well to turn their eyes toward the tree-lined streets of small towns and cities, and watch the little groups of people there who are learning to use books for the enrichment of their minds. Within such groups as these it is often the librarian who is keeping alive the interest in books, and occasionally across the pages of the town newspaper or the annual report of the librarian, for all the world to see, there stalks the fine spirit of bookish minds meeting together.[1]

[1] William Stewart Taylor. "The Public Library As An Agency For Adult Education." Thesis (M.A.)—New York University, July 1929, p.42.

Library Organizations

Hospital Libraries Round Table

AT THE thirty-fourth annual convention of the American Hospital Association in Detroit was held the first Hospital Libraries Round Table on Thursday morning, September 15. This round table assisted in establishing a closer relation and understanding between the administrators and the hospital librarians and between the American Hospital Association and the hospital librarian's group. Dr. Frederic A. Washburn, director of the Massachusetts General Hospital, Boston, presided. In his remarks Dr. Washburn stated that in these times many things have to be curtailed but there is one thing that will not be curtailed in his hospital and that is the library. He also said that no hospital gives complete service without a library for its patients and personnel.

Miss Elizabeth W. Reed, librarian of the Warren Library, Massachusetts General Hospital, gave the opening address in which she explained the value of a library under trained direction, bibliotherapy, follow-up service, and the administration and costs of various types of library service, one of which should be easily available to every hospital in the country. As an example of the group system at its best she mentioned the Bridgeport (Conn.) Public Library. There the public library extends its services to two hospitals, the Bridgeport and St. Vincent's Hospitals. Quoting from a report of the hospital library service she said:

"This service is based on a contract between the hospital and the library providing for definite responsibilities and cooperation between the two organizations. The public library's hospital librarian visits the patients twice each week. The library headquarters at the hospital is a room that is well equipped with shelving, etc., and is cared for by a hospital employee who was nominated by the library and was trained by the hospital librarian to do the miscellaneous clerical tasks. All calls upon patients are made by the hospital librarian, and the clerk, assigned to the library for afternoon service is able to keep the library room open the entire afternoon every day except Sunday. Under this plan of daily service in the hospitals, efficiency is high and losses are practically nothing. The hospital clerk is responsible to the hospital librarian. The authorities of these two hospitals are enthusiastic about their libraries and give excellent cooperation. This scheme provides (1) library service of good quality, (2) library service of excellent convenience as to time, (3) library service in good quantity, and (4) a library service that is economical."

Statistics giving costs of a library department under the unit system were included in Miss Reed's address. Mr. Asa S. Bacon, superintendent of the Presbyterian Hospital, Chicago, discussed Miss Reed's paper emphasizing again the need for trained librarians and applied her remarks to the library at the Presbyterian Hospital. Mr. Bacon expressed a wish that a Hospital Librarians' Section of the American Hospital Association be formed.

Miss Perrie Jones, supervisor of Institution Libraries, State Board of Control, St. Paul, Minn., described "Hospital Libraries Abroad." She told of the progress international cooperation among hospital libraries has made taking her facts from letters and reports received by her from the secretary of the newly formed International Subcommittee on Hospital Libraries. She described present hospital library conditions in England, Denmark, Sweden, and Germany.

A spirited general discussion followed. This round table created fresh interest in the work of the hospital library and many new contacts were made among hospital administrators.

Wyoming Library Association

THE THIRD meeting of the Wyoming Library Association was held in Casper, September 12 and 13. Twenty-five librarians and several Board members were present. The next meeting will be held in Cheyenne in September, 1933. A definite date was not decided upon. The following new officers comprise the executive committee: President: Nina M. K. Moran, librarian, Big Horn County, Basin; Vice-President: Mrs. K. H. Joslin, librarian, Sweetwater Co., Green River; Treasurer: Mrs. Millie Stewart, librarian, Albany County, Laramie; Secretary: Else Wiggenhorn, librarian, Park County, Cody.

De Paul Receives Old Volumes

MORE THAN one hundred books of the Illinois chapter of the American Irish Historical Society have been received at the Library of De Paul University, recently made repository for the archives of the society. Among the books are *The Antiquities and History of Ireland*, by the Rt. Hon. Sir James Ware, printed at Dublin in 1705, and the *Historie D'Irlande, Ancienne et Moderne*, written by the Abbe Mageoghegan and published at Paris in 1758. Included in the miscellany is a "Certificate of the Irish Republic" in the sum of $20, which bears the date of March 23, 1866.

Among Librarians

Mary Lemist Titcomb

MARY LEMIST TITCOMB lived for thirty-two years in Hagerstown, Maryland and died there on the fifth of June, 1932.

When Mr. Mealy and Mr. Newcomer, who made possible the Washington County Free Library let it be known that they had asked a New Englander to be their first librarian, there was criticism in Maryland. But after Miss Titcomb's arrival, and few months residence there, all criticisms were dispelled. As time went on Miss Titcomb became the judge, the jury, the advocate and the counsel not only of the Washington County Free Library but of the City of Hagerstown and of Washington County with whose every activity she was soon identified. Miss Titcomb was the Real Librarian.

Events in Miss Titcomb's life are so well known that they need not be recounted here. She will be remembered for her contribution to the development of the County Library. She will be remembered for her forceful and delightful self. The world interested her and she followed its events with discernment. Books interested her and she read with discrimination. People interested her and she gave them freely of her thought, judgment and affection.

Goethe calls the woman "ewig" which means her days shall not be counted. Hagerstown chose to count Miss Titcomb's days among them on the second of February, 1926, when the library world joined it in celebrating her twenty-five years of service in the Washington County Free Library. It is gratifying to know that, at that time, Miss Titcomb had letters from almost every country in the world and every state in the union and that she knew in the fullness of her power the appreciation the world had for her.

——KATHERINE TAPPERT WILLIS.

Necrology

BERTHA WILSON, who served the Des Moines, Iowa, Public Library for more than forty-five years, died June 30th following an emergency operation. As head of the catalog department she had classified and cataloged every volume which passed through the library in almost half a century.

Appointments

MARIA C. BRACE has been appointed head of the Department of Business and Economics of the Enoch Pratt Free Library, Baltimore, Md. Miss Brace has been, for two years, in charge of the Industrial Department, and was previously head of the Business Department in the Reading, Pa., Public Library and formerly of the St. Paul, Minn., Public Library.

SENORITA MARIA TERESA CHAVEZ, Pratt '31, has been appointed as a member of the Board of Library Science in the Library Department of Mexico.

AMELIA COLLIER, Columbia '30, recently librarian of the Lincoln Memorial Library, Harrogate, Tennessee, will be acting reference librarian at the University of Florida during the absence of Henrie May Eddy.

MARTHA CONNER has been appointed director of the Library Science Department of Our Lady of the Lake College, San Antonio, Texas.

MRS. FLORA M. KELLY became librarian of the Plaistow, N. H., Public Library on August 1.

MRS. AGNES LITTLE has recently been appointed librarian of the Monroe Public Library, Monroe, N. H., succeeding Mrs. Clara Shepard.

MATILDE LOWERY, Pittsburgh '22, has accepted a temporary appointment as reference assistant in the Santa Barbara Public Library, California.

HELEN C. MCLEOD, Pittsburgh '32, has been appointed librarian of the Crafton, Pa., High School.

MILDRED PAULINE OLIVER, Syracuse '31, has been appointed reference assistant in the Antioch College Library, Yellow Spring, Ohio. Miss Oliver will devote most of her time to preparing a course in the use of the library and bibliographical aids for college freshmen, to be included in the curriculum the following year.

HARRIET P. TURNER, Western Reserve '16, a special assistant in the Reference Department of the Enoch Pratt Free Library, Baltimore, Md., since 1930, has recently been appointed head of the Department of Civics and Sociology of the library. Formerly Miss Turner was head of the Reference Department in the Des Moines, Iowa, Public Library.

MRS. SUE S. H. WEIR, Pittsburgh '32, has been appointed branch librarian, Hazelwood Branch, Carnegie Library of Pittsburgh, Pa.

MRS. NELLIE PIERCE, Simmons '32, has recently been appointed librarian of the Enfield, N. H., Public Library.

Librarians Retire

THE CATALOG and Library force of the Office of the Superintendent of Documents has been most unfortunate in losing by retirement since the beginning of the current fiscal year two of its valued assistants. The first to retire—Miss Sarah Ambler, beloved librarian for almost 30 years and in her second extension under the present retirement law—fell as one of the many victims of the "economy act." Her retirement became effective at the close of work on June 29. The following morning, June 30, Miss Ambler's position was filled by the promotion of Miss Helen Christine McGown.

The second retirement on August 31 took away from the Document Catalog force Miss Annabel Crandall who voluntarily retired after a continuous service of over 37 years. Within a few weeks after the establishment of the office, Miss Crandall was appointed on May 20, 1895, under her honored father, the late Francis Asbury Crandall, the first Superintendent of Documents. Miss Crandall was therefore a pioneer—the oldest of our present force as far as length of service is concerned. In presenting to this pioneer cataloger of public documents an interesting "memory book" Mr. Tisdel, the present Superintendent of Documents, recalled his own early association with the Crandalls and mentioned the growth of the office to about 400 employees and from a sales business of a little less than $900 in the fiscal year 1896 to approximately $700,000 for the fiscal year 1932. In responding to Mr. Tisdel's presentation speech, Miss Crandall recalled among other items the fact that she had had the honor of assisting Mr. John H. Hickcox in preparing the first Monthly Catalog of Public Documents which was so small that it went to the printer written on foolscap sheets of paper, instead of cards.

To both Miss Crandall and Miss Ambler their associates in the office presented twenty dollar gold pieces in token of their long and loyal services. The Catalog and Library force will miss these long-time assistants, who carry away with them much knowledge of public documents that can not be passed on to others.

Miss Sarah Ambler was appointed August 1, 1903, as a cataloger and was assigned to the library section. She was promoted to the position of librarian in 1907.

——MARY A. HARTWELL.

ZANA K. MILLER, Western Reserve '20, is now on the library staff at Lawrence College, Appleton, Wisconsin.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912, Of the LIBRARY JOURNAL, published twice-a-month, at New York, N. Y., for October 1, 1932.

STATE OF NEW YORK, } ss.
COUNTY OF NEW YORK, }

Before me, a Notary Public in and for the State and County aforesaid, personally appeared Frederic G. Melcher, who, having been duly sworn according to law, deposes and says that he is Vice-President of the R. R. Bowker Co., publishers of the LIBRARY JOURNAL, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption required by the Act of August 24, 1912, embodied in section 411, Postal Laws and Regulations, printed on the reverse side of this form, to wit:

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FREDERIC G. MELCHER, *Vice-President.*

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[Seal] (My commission expires March 30, 1933)

Opportunities For Librarians

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•

University and library school graduate, with experience in business and religious education, desires position in any type of library in eastern states. H15.

•

Ten years' experience in public library work—seven years in special library work. Organization. Experience in editorial work and writing. Would especially like position combining library work and writing. H16.

•

Experienced librarian, College and Pratt graduate, desires position in or around New York City. H17.

Newark School Bulletin Free

THE SEPTEMBER issue of the *Newark School Bulletin*, published by the Board of Education Library, Newark, New Jersey, will be sent free upon request as long as the supply lasts.

New Bronx Book Truck

THE NEW YORK Public Library placed in operation on September 28 the latest development in traveling libraries, a truck of huge proportions capable of carrying 2,000 volumes. This book truck, known as the Bronx Traveling Library, is under the direction of the Extension Department of the Library and replaces the old book wagon which has been operating in the Bronx for five years. The old wagon was unsatisfactory in stormy and cold weather since it offered no protection to the staff or public, all work being carried on in the open. The new truck overcomes these difficulties for in bad weather the work will be conducted entirely on the inside with about 1,200 books available and in good weather both the inside and the outside book shelves will be used. The Bronx Traveling Library is mounted on a truck with an over-all length from bumper to bumper of twenty-nine feet, a width of seven feet and a height of more than nine feet. It will carry a staff of six; the charging assistant in the front compartment, the discharging in the rear, and the rest of the staff working among the book shelves and forming the lines of book borrowers.

The Calendar Of Events

October 18-19—North Dakota Library Association, annual meeting at Wahpeton, N. D.

•

Oct. 20—Massachusetts Library Club, Fall meeting at Worcester, Mass.

•

October 27-29—Mississippi Library Association, annual meeting at Jackson, Mississippi.

•

October 26-28—Illinois Library Association, annual meeting at Springfield, Illinois. (Dates changed from Oct. 12-14.)

•

October 26-29—Southwestern Library Association, biennial meeting at Little Rock, Arkansas.

•

November 24-26—Southeastern Library Association, meeting at Signal Mountain, Tennessee.

•

Dec. 28-31—American Library Association, Midwinter meetings at Drake Hotel, Chicago, Ill.

Readings in Social Studies

AN EXPERIMENT in social instruction has been launched by the American Council of Education. Under the series title "Achievements of Civilization" a number of short, attractive reading units have been published which are designed to supply pupils with accounts of the way in which social evolution has produced such institutions as the alphabet, number, weights and measures, the calendar, and governmental regulations. Each unit is a single brochure and is sold for a small price. For further information address the Committee on Materials of Instruction of the American Council on Education, 5835 Kimbark Ave., Chicago, Ill.

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THE LIBRARY of the College of Puget Sound, Tacoma, Washington, offers the following to libraries free for the cost of transportation: *World's Work*: v. 25-26, 29-35, No. 4, 35, No. 6-55, No. 3. Nov. 1912-Oct. 1913, Nov. 1914-Aug. 1918, Oct. 1918-Jan. 1928.

•

A LIMITED NUMBER of *Some Notes On American Pewterers*, an authoritative book on pewter by Louis Guerineau Myers, are available to librarians at THE LIBRARY JOURNAL office, 62 West 45th Street, New York City, for fifteen cents transportation cost.

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